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ABSTRACT

Described in the practicum report is the design, implementation, and evaluation of the first comprehensive high school program for five hearing impaired adolescents in Southeastern Massachusetts. Sections focus on the following topics: the Southeastern region's need for a high school hearing impaired program, the impact of the state invitation to develop such a program, the follow through of local and regional acceptance and program design, the Taunton High School program, program evaluation, and program cost efficiency. It is reported that the program has resulted in the specification and accomplishment of such goals as mainstreaming each handicapped student, whenever possible, into regular school and classroom activities. Noted is the active participation of enrolled students, their parents, their resource teacher, and their building administrator in a critique of program effectiveness. Stressed is the linkage relationship of the program with a preschool program serving hearing impaired children within the region. It is concluded that multi-faceted evaluation has determined the program to be a productive and cost efficient operation which is to be continued and expanded. The major portion of the document consists of appendixes such as the text of the state department invitation, guidelines for programs serving the hard of hearing, staff job descriptions, an outline of the program of studies at the high school, and a survey form. (DB)

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PRACTICUM REPORT

PROGRAM FOR HEARING IMPAIRED ADOLESCENTS: SECONDARY SCHOOL PHASE

EDWARD J. LYNCH

SUBMITTED IN PARTIAL FULFILLMENT
OF THE
REQUIREMENTS FOR THE DEGREE
OF
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ABSTRACT

The purpose of this practicum was to design, implement, and evaluate the first comprehensive public high school program for hearing impaired adolescents in Southeastern Massachusetts.

The execution of the practicum has witnessed the specification and accomplishment of ten major program goals, the active participation of enrolled students, their parents, their resource teacher, and their building administrator in a critique of program effectiveness, the effecting of student involvement in significant proportions of mainstream experiences, and the maintenance of a linkage relationship with a pre-school program serving the same handicapping condition within the region.

Multi-faceted evaluation has determined the program to be a productive and cost efficient operation which will be continued and expanded beyond this school year of 1975-76.

INTRODUCTION

The following pages describe the formation of the first public high school program for hearing impaired adolescents within Southeastern Massachusetts. Such a development is viewed in context with the longer-ranged ambition of the Massachusetts Department of Education to provide public education for the hearing impaired of the region across the full spectrum of elementary and secondary grade levels.

Among the subjects covered in the report are the request for and receipt of supportive federal funding, the search and selection of community location, a description of the program in terms of student enrollment, specialized staffing, curricular and physical resources of the housing school, and a delineation of program objectives and the efforts exerted to achieve them.

Considerable attention is alloted to program evaluation. A distinctive feature of this assessment is centered on the expression of program preferences by the students, their parents, resource teacher, and building housemaster and their subsequent determination of how well such preferences were achieved.

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SOUTHEASTERN REGION NEED FOR HIGH SCHOOL

HEARING IMPAIRED PROGRAM

The Commonwealth of Massachusetts is divided into six educational regions (Map 1). The southeastern sector (Map 2) has an approximate population of 920,000 and includes six counties, 74 communities, and 91 school districts within the span of 1828 square miles.[1,2]

Until September, 1975 no public high school program had been structured in Southeastern Massachusetts for enrollment of hearing impaired pupils. This situation existed despite legislation designed to compel school districts in the Commonwealth to avail appropriate learning opportunities and resources to all of their handicapped school-aged youngsters.[3]

Encouragement for such high school programming was afforded by a seven-year study which declared that for hearing impaired youth

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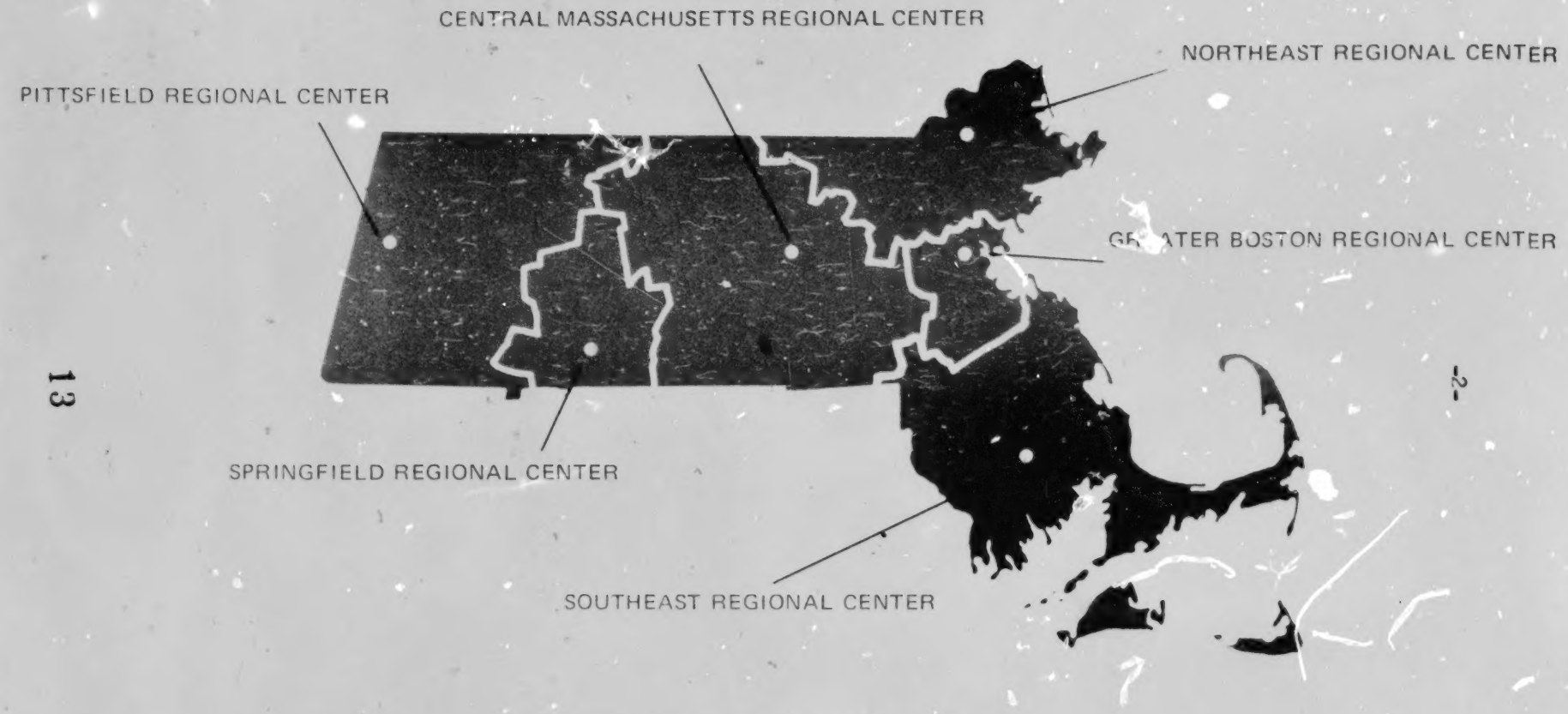
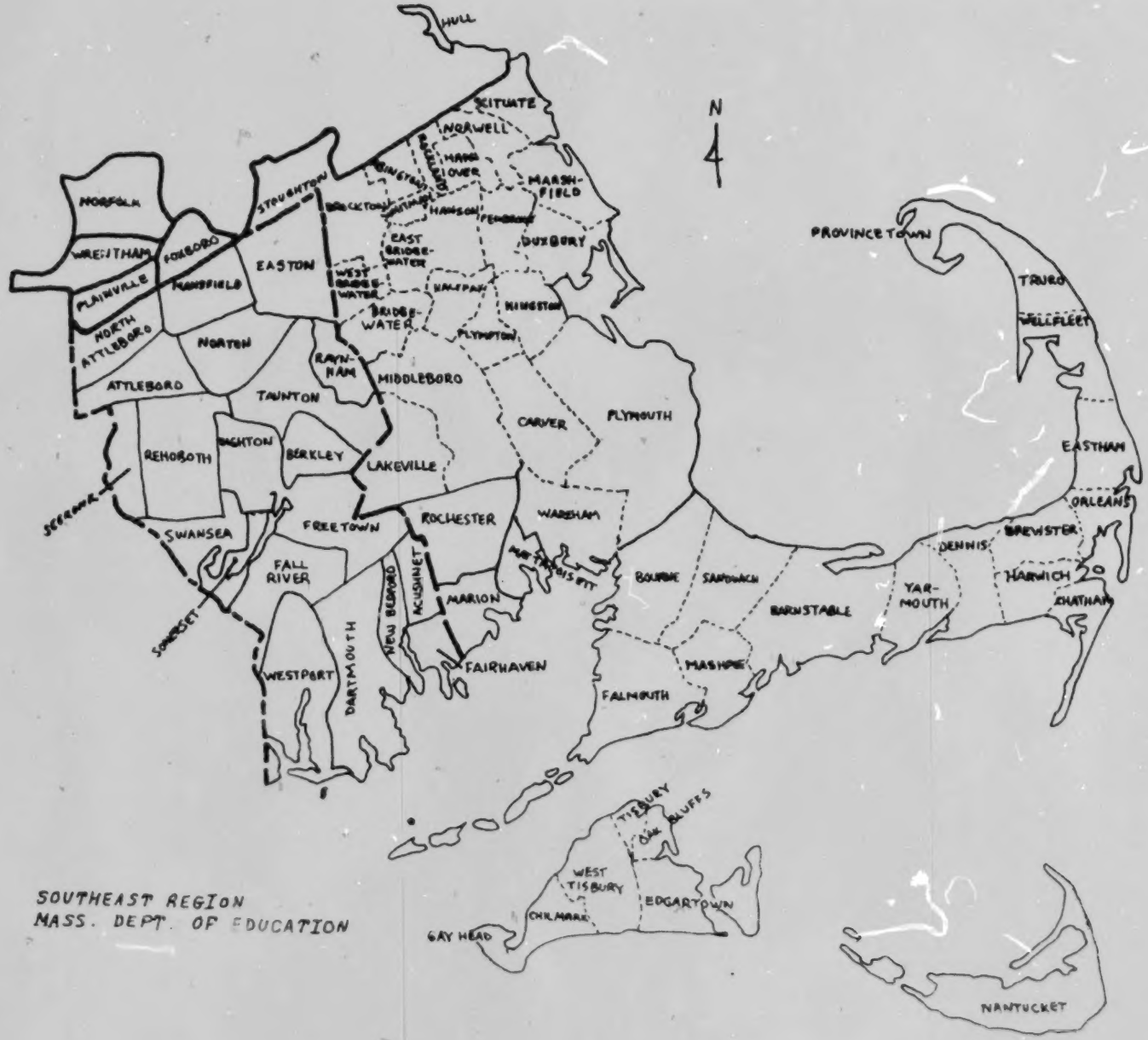
1 Massachusetts Department of Commerce and Development, Monograph Series, 1973, 1974.

2 Massachusetts Department of Education, Bureau of Educational Informational Services, Massachusetts School Directory: 1974-75.

3 " Chap. 766. An Act Further Regulating Programs Requiring Special Education and Providing Reimbursement Therefor. " Acts and Resolves, The Commonwealth of Massachusetts, Boston, Wright and Potter Printing Co., 1972.



Six Educational Regions
Commonwealth of Massachusetts
Department of Education



SOUTHEAST REGION
MASS. DEPT. OF EDUCATION

in the 14-21 age range there was a necessity in the state " ... to diversify and broaden the range of opportunity for secondary education. "[4] Support of a more conclusive character appeared in the form of a contemporary needs assessment study which calculated that there were at least fifteen and possibly as many as twenty-six hearing impaired adolescents in Southeastern Massachusetts who were in no program at all or who were in educational placements which did not meet their needs.[5]

INITIATIVE AT THE STATE LEVEL

In May, 1975 the Massachusetts Department of Education took action which accorded with the viewpoint that quality public school programs for hearing impaired pupils could be attained only through a regionalized school district approach.[6] This action was demonstrated in the form of an invitation to R.E.A.D.S., Inc., a non-profit organization, to develop educational and instructional programming for such handicapped students who reside in the southeastern area of the Commonwealth. This overture was made because

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4 The Commonwealth of Massachusetts, Department of Education, Division of Special Education, " A Comprehensive Plan for the Education of Hearing Impaired Children and Youth in Massachusetts: A Report by the Advisory Council for the Deaf. " Boston, February, 1975, p.61. (Pre-published edition.)

5 Eileen Connell, " A Demographic Study of Southeastern Massachusetts Demonstrating the Needs of Hearing Impaired Children for a Regional Program for the Hearing Impaired. " A Planning and Direct Service Proposal for Hearing Impaired Children of the Southeastern Region Coordinated by the Brockton Public Schools, PL 89-313, May, 1975, pp. 43-101.

6 The Commonwealth of Massachusetts, " A Comprehensive Plan for the Education of Hearing Impaired Children, etc. ", pp. 23-28.

R.E.A.D.S. was an established educational collaborative which had compiled data on low-incidence handicapping conditions for the purpose of locating populations of youngsters who might be in need of specific remedial services.[7]

With a three-year objective to effect a kindergarten through grade twelve public school program for hearing impaired pupils, the state proposed specifically that R.E.A.D.S. concentrate its initial efforts on the establishment of pilot programs at the pre-school and high school levels. It further stipulated that these pilot endeavors be situated in communities within a ten-mile proximity of the southeastern regional headquarters of the Massachusetts Department of Education (Appendix A).

IMPACT OF THE STATE INVITATION

The expressed concern of the state for the provision of public education in Southeastern Massachusetts for hearing impaired school-aged youngsters set into motion productive local and regional school district activity.

Responsiveness of R.E.A.D.S.

The qualifications as set forth by the state limited the choice of school districts which could be considered as possible

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[7] Herbert A. Drew, Jr. and Edward J. Lynch, " Regional Educational Assessment Diagnostic Services (R.E.A.D.S.): Concept to Action " (Maxi I, Nova University, 1975), p. 44.

locations for the prospective programs. Of four communities which were able to meet the criterion of distance only two of these, Taunton and Middleboro, also possessed the necessary school plant capability.

With this realization in mind, Dr. Robert K. Hartman, Executive Director of R.E.A.D.S., requested a meeting with the writer to consider the possibility of having the secondary portion of the program based in a newly-constructed comprehensive high school scheduled to go operational in Taunton during September, 1975 (Appendix B).

A Specification of Program Guidelines

The desired meeting took place in mid-June, 1975 with an additional member in attendance in the person of Mr. Herbert A. Drew, Jr., Pupil Personnel Director of the Middleboro Public Schools. All three participants exhibited support for the recommended pre-school and high school thrusts by collectively authoring guidelines which cited the obligations of R.E.A.D.S. and the prospective housing school districts for the maintenance of the distinct projects.

These guideline stipulations addressed themselves to such pivotal considerations as support through federal funding, prerogatives in regard to the selection and supervision of staffing, responsibility for transportation, etc. They were submitted by the writer in the form of a fifteen-item memorandum to Mr. Edward F. Aleixo,

Superintendent of the Taunton Public Schools, with the accompanying recommendation that the high school aspect of the program be established in Taunton (Appendix C). The explicit professional and financial advantages of the Taunton location were spelled out in correspondence received by the superintendent from Dr. Hartmen at about the same calendar time (Appendix D).

School Committee/Board of Directors Approval

In the latter part of June, 1975 the Taunton School Committee unanimously voted to allow the secondary component of the program to be housed at the new Taunton High School with the commencement of the next school year. The writer was delegated, at the same time, to serve as the responsible person for implementing all program activities pertinent to the Taunton Public Schools (Appendix E).

Within several days following the preceding occurrence, the Board of Directors of R.E.A.D.S. gave regional endorsement to Taunton and Middleboro as the respective community sites for the high school and pre-school undertakings (Appendix F).

FOLLOW-THROUGH ON LOCAL/REGIONAL ACCEPTANCE

Though an absolute prerequisite, the assured availability of program location was still but one of several preliminary considerations which had to be realized before the pre-school and high school

hearing impaired ambitions could be executed. Requisite funding had to be obtained, qualified staffing had to be employed, and advance regionalized notification of program availability had to be effected.

In response to the request of Dr. Hartman, the writer joined with him and Mr. Drew in the effort to attain to these ends (Appendix F).

Submission for Federal Funding

For the fiscal year 1976 significant federal funding was anticipated by the Commonwealth of Massachusetts " ... to initiate, expand and improve special educational and related services to handicapped children. "[8] On the basis of this expectation a federal grant proposal, sufficient to budget each of the programs for the pilot period, was submitted to the state department of education at the outset of July, 1975 (Appendix G).

Selection of Professional Staff

The appointment of qualified staffing proceeded from the assumption that the request for federal assistance would be approved. This optimism was borne out by the receipt of notification that as of September 1, 1975 the entire proposal would be underwritten by funding provided under Title I federal specifications (Appendix H).

An opening enrollment of ten pupils was anticipated at the high school level and for this initial case load two staff positions

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[8] Michael V. Moriarty, Memorandum on Submission of Proposals for the Education of the Handicapped, 10 March 1975, Bureau of Special Education Intervention, Boston, Massachusetts.

were deemed to be essential. A specialist serving as a resource room teacher would be required to attend to the tutorial and communication needs of the handicapped students. A second professional would be assigned overall responsibility for coordinating the program in accord with the total resource capability of the new high school complex.

The writer assisted in the drafting of job responsibilities for each of the prescribed positions (Appendix I) and sat with his Middleboro colleague and the executive director in the subsequent screening and interviewing of job applicants. By mid-July, 1975 Ms. Kathleen Vesey-Roth and Mr. Robert W. Parsons had been selected respectively for the high school teaching and coordinator assignments. To such appointments each brought backgrounds combining master's degree preparation and varied practical experience in the education of hearing impaired youth (Appendix J).

Notification of Program Availability

Attention was next addressed to informing all of the school districts in Southeastern Massachusetts of the existence of the two innovative public school programs. During the latter part of July, 1975, Dr. Hartman mailed to all regional superintendents and special education administrators a memorandum which cited the community location of the programs and clarified the obligations of referring school districts in respect to tuition, transportation, and supportive service provisions. Essentially the same information was communicated

by way of a graphic circular which was distributed coincidentally with the initiation of both programs in September, 1975 (Appendix K).

THE TAUNTON HIGH SCHOOL PROGRAM

The presence in Southeastern Massachusetts of a secondary level program for the hearing impaired became a reality in Taunton with the school year which commenced on September 4, 1975. This reality was represented by the concurrent availability of a suitable school facility, a specialized staff combining instructional and supportive service personnel, an enrollment of hearing impaired students, and a specification of program objectives.

Building Location

The new Taunton High School has been heralded doubly as " ... the biggest building ever constructed in Taunton ... " and " ... as one of the most modern and comprehensive education facilities on the East Coast ... "[9] Its 460,000 square footage of floor space is apportioned over a four-house system whose 130 acre campus (Appendix L) is within a two-mile access from any of four state highway routes which traverse the southeastern territory of the Commonwealth.

All house sections, A through D, are three-story construction with basically similar internal lay-outs (Appendix M). Each house is

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[9] Taunton Daily Gazette, 24 October 1975, p. 11.

administered by a housemaster and has a freshman to senior student body for which in-house course offerings are provided in all of the basic academic disciplines. Additionally, distinctive curricular presentations are provided at different sites throughout the total high school organization in the fine arts, music, driver education, home economics, business education, industrial arts, and physical education. Enrollment in these instructional areas provides the opportunity to students to identify themselves with the school as a whole rather than exclusively with one of its house components.

Resource Classroom: The base of operations of the high school hearing impaired program is situated on the second floor of the C house in the form of a resource classroom (C-208). Immediately adjoining is a remedial reading laboratory (C-210) and within short walking distance are the office of the housemaster (HM) and the house guidance facilities (C-202).

The resource room offers 800 square feet of carpeted working space and is furnished with carrels for student study, a four-station console with built-in recording and listening equipment, two portable language master units for use in speech instruction and development, and an overhead projector and screen for combining auditory and visual instruction.

At the beginning of every school day students report to the

resource room for attendance purposes and for the checking of the working condition of their hearing aid instruments. At the same time, any special school notifications are presented and discussed and additional matters of immediate individual or general concern are given attention. When students are not engaged in mainstream experiences the resource room serves as a setting for tutoring assistance, study or subject preparation by students, language development instruction, and periods given to individual counseling or speech remediation.

Specialized and Ancillary Staff

For the first month of the school year the high school program had the service input of both appointed specialists in hearing impairment. Less than anticipated student enrollment, however, prompted Mr. Parsons to tender his resignation very early in October, 1975. His coordinative responsibilities were largely assumed by Ms. Roth with supportive assistance from the writer and the headmaster of the high school, Mr. Peter P. George.

From its very beginning the high school program has functioned from the premise that each enrolled hearing impaired adolescent is a unique person whose needs and behavior patterns can neither be served nor understood by attending solely to his/her hearing condition. Thus, in addition to the counseling, tutoring, and language instructional

services provided by the resource room teacher a significant effort has been contributed to the program by faculty personnel whose specialties represent speech therapy, remedial reading, learning disabilities, behavioral/emotional adjustment, and secondary school guidance. The high school guidance staff, for example, with its knowledge of the diversity and difficulty level of course offerings and its experienced association with the general faculty, has participated in all scheduling related to the mainstream placement of the hearing impaired students.

Abetting our effort to serve the distinctive requirements of every enrolled student, Dr. John R. Stahl, Jr., clinical psychologist for the R.E.A.D.S. collaborative, has been providing individual parent or family counseling in addition to giving consultative support to the resource room teacher.

Student Enrollment

Hearing impairment ranges from mild to profound and its magnitude typically is reported in terms of the extent of decibel (db) loss registered for both ears by means of an audiometric evaluation (Table 1).

Five students, four of whom are male, represent the high school hearing impaired enrollment for the 1975-76 school year. Each student

TABLE 1

CLASSIFICATIONS OF HEARING IMPAIRMENT*

Class	Degree of Impairment	Range of Decibel Loss	Ability to Understand Speech
1	Not Significant	0-26 db	No difficulty Can hear faint speech
2	Mild	27-40 db	Difficulty hearing faint or distant speech
3	Moderate	41-55 db	Needs hearing aid, auditory training, speech reading
4	Moderately Severe	56-70 db	Great difficulty in group and classroom instruction
5	Severe	71-90 db	Needs special education for deaf children
6	Profound	91-plus	Cannot understand even amplified speech

*The table above represents an adaptation of a categorization scale used by the Office of Demographic Studies as reported by Carl J. Jensama in Special Reports: The Distribution of Hearing Loss Among Students in Special Educational Programs for the Hearing Impaired, Office of Demographic Studies, Washington, D.C., November, 1974, p. 682.

was admitted to the program in accord with the assessment and core evaluation processes prescribed by Massachusetts special education regulations.[10] All five youngsters have bilateral sensori-neural hearing losses ranging from mild to severe. All five require preferential seating in their mainstream classroom placements. Four require the use of hearing aid instruments. The youngest student is fifteen years of age; the oldest is sixteen years and two months. Their grade identifications range from freshman through junior class.

Verification Survey: The smallness in the high school enrollment prompted the writer, within several days of school opening, to inquire about the pre-school student registration. Mr. Drew acknowledged that his program enrollment similarly was below expectations. As a consequence, R.E.A.D.S. considered it advisable to conduct a survey check of the accuracy of the needs assessment study which supplied the impetus for the initiation of the pre-school and high school pilot projects.[11] The writer and his Middleboro colleague deferred to the request to formulate both an appropriate survey instrument and an accompanying explanatory letter to be disseminated to key administrative personnel of each southeastern school district. (Appendix N).

At a later point in this presentation the survey instrument

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10 The Commonwealth of Massachusetts, Department of Education, Regulations for the Implementation of Chapter 766 of the Acts of 1972: The Comprehensive Special Education Law, May 28, 1974, pp. 21-22.

11 Connell, " A Demographic Study of Southeastern Massachusetts, etc. ", pp. 43-101.

will be identified and generalizations presented in reference to the data which it generated.

Objectives of the Program

The fundamental intent of the Taunton undertaking has been to make responsive public high school education available in Southeastern Massachusetts for hearing impaired adolescents through the implementation of the following objectives:

1. to provide an educational setting with a diversity of educational and physical resources necessary to meet the individual learning needs of high school hearing impaired students;

2. to staff the program with personnel whose educational and working experience highly qualifies them to serve in counseling and instructional roles with such handicapped youngsters;

3. to mainstream, wherever possible, each handicapped student into regular school and classroom activities;

4. to alert mainstream teachers, administrators, parents, and other interested persons of the region to the needs of the hearing impaired student;

5. to avail counseling on an individual or group basis to the parents of enrolled hearing impaired students.

6. to present the opportunity for enrolled students, their parents, the special teaching staff, and the administrator of the housing building to

specify their expectations for the program and subsequently to record the extent to which such expectations have been satisfied;

7. to obtain from regular classroom teachers their judgments of the impact of mainstreaming on those hearing impaired students enrolled in their subject or activity area;

8. to assist in a survey of hearing impaired needs in Southeastern Massachusetts as a check of the validity of demographic data presented to the state department of education in 1975;

9. to delineate the integral connection between the secondary program situated in Taunton and the preschool counterpart located in the community of Middleboro; and,

10. to determine if the enrolled hearing impaired students are more absentee disposed than their non-handicapped school peers.

To what extent has the Taunton pilot program achieved each of these objectives? Response to this inquiry is the very next consideration of this report.

PROGRAM EVALUATION

The high school program housed in Taunton for hearing impaired students during the current school year was conceived as a pilot endeavor. Its initiation, moreover, was accompanied by the understanding that continuation or expansion beyond the pilot period would depend upon evaluation findings to be compiled by the writer in reference to essential types of information. Such information would need to relate

to the attainment of program objectives, to the cost efficiency of supporting the program on a district-assessed tuition basis, and to the prevailing demographic status of hearing impaired students in Southeastern Massachusetts.

The considerable attention accorded to these latter three points during the practicum period culminated in the use of a distinct evaluative approach to each. These evaluative procedures together with the areas to which they refer and the conclusions which they would seem to warrant are set forth below.

Attainment of Program Objectives

For some of the objectives espoused for the high school hearing impaired program an evaluation of their attainment would seem to be satisfied sufficiently through the use of direct narrative explanation. Objectives one, two, and ten will be so appraised. Objective nine does belong with the preceding sequence but because it is associated with the integral relationship between the secondary program situated in Taunton and the pre-school counterpart located in Middleboro the writer prefers to deal with it separately under the caption Linkage Recapitulation.

The evaluation of objective five is based on record-keeping maintained at R.E.A.D.S., Inc. while that of objectives six, seven, and eight is predicated on the collection and interpretation of data

assembled through a series of rating scale administrations, the day-to-day log notations maintained by the resource room specialist, and the administration of a regionalized needs assessment survey. Objectives three and four are given attention in conjunction with the assessment of objective six.

In the following evaluation accounting all program objectives are addressed although not in the sequence in which they originally were presented:[12]

Provision of Educational Setting: Taunton was selected and funded[13] as the community location for the high school hearing impaired program because it offered a facility whose physical resources, previously noted, and curricular offerings (Appendix O) were acceptable to the Massachusetts Department of Education. The combination of this recognition by the state and the absence of student, parent, or teacher criticism of the suitability and adequacy of the plant facilities is offered in support of the conclusion that the objective was achieved to provide for the program an educational setting with a diversity of educational and physical resources.

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12 Edward J. Lynch, " Program for Hearing Impaired Children: Secondary Phase, A Regionalized Endeavor " (Maxi II Practicum Proposal, Nova University, 9/22/75), pp. 5-6.

13 P.L. 89-313, Title I, ESEA, Collaborative for Deaf, Project Number ED-MA-76-47, Effective Date, 9/1/75.

Appointment of Qualified Staff: Essential also to the very initiation and ongoing implementation of the program was the need to employ professionals qualified in the education of the hearing impaired. This necessity was addressed through the appointment of two persons both of whose master's degree preparations and working backgrounds exceeded the minimum requirements for teaching in the Commonwealth.

Mr. Robert W. Parsons, who remained with the program for only a short period of time because of the reason cited previously, was significantly prepared for the role of program coordinator as a consequence of his collective fifteen years of experience as a teacher and administrator in the field. Ms. Kathleen Vesey-Roth, who has served very capably as the resource room teacher during this school year, brought to her job application three years of teaching experience as well as specialization in the counseling of the deaf and skill in the use of communication techniques applicable to the total range of hearing impairment.

It would seem appropriate to report, additionally, that both master's degree status and requisite state teaching certification are possessed by the high school faculty personnel who have been rendering auxiliary services to the program in remedial reading, guidance, speech therapy, behavioral adjustment, and learning disabilities.

Availability of Parent Counseling: The choice of parent counseling as a program objective was promoted by two assumptions the first of which affirms that parents of hearing impaired students are pivotal to the resolution of school or home adjustment problems experienced by these youngsters. The second supposition posits that such parents will accept the given opportunity to participate in group or individualized counseling relationships whose purpose is to help them more effectively to limit the occurrence and severity of such adjustment situations.

In keeping with these points of view Dr. John R. Stahl, Jr., staff psychologist of R.E.A.D.S., Inc., has been providing both forms of counseling assistance. Records maintained by Dr. Stahl at the evaluation center confirm that from September, 1975 to the start of the spring vacation period in mid-April, 1976* parents of the Taunton program did become involved in the counseling dynamic to the following extent:

1. Twelve individual counseling sessions were scheduled amongst the parents of four of the five households. Seven of these sessions were conducted in home settings; the remainder were held at R.E.A.D.S.

2. The parents of two households participated at R.E.A.D.S. in two group counseling experiences which involved interaction with parents of the Middleboro pre-school program.

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*The 1975-76 Taunton school calendar provides for a spring vacation interval from April 16 to the 26th.

Specification of Program Expectations: Outcomes other than the three just cited have developed from the efforts extended to implement the high school program for the hearing impaired. For example, opportunities were provided to and accepted by the handicapped students, their parents, the resource teacher, and the building housemaster first to specify their expectations for the program and subsequently to record how well they considered such expectations to have been fulfilled. Moreover, during the period between these two occurrences concerted use was made of different kinds of activities or procedures whose purpose was to provide satisfactory related responses to the expectations which were expressed. These service-type activities will be described and enumerated at a later point in this report.

The actual indication of expectations was done by submitting responses to an instrument, combining the characteristics of forced-choiced and open-ended answering, devised by the writer in consultation with Dr. Hartman. The close-ended portion required each respondent to rank in order of preference ten statements which were offered as representative student-centered goals for the high school program. The open-ended component encouraged the respondent to supply additional personal goal preferences and to rank these in comparison with the ten initially provided for consideration.

A color-coded distinction, students(yellow), parents(white),

resource teacher, and administrator(blue), was made in the distribution of the goal preference form (Appendix P). Additionally, the language of the student form was modified to make it more personalized. With one exception, that in the case of a student who was enrolled several months after the school-year opening, all forms were dispensed in the latter part of September.

Table 2 presents a comparison of the average rankings assigned to the close-ended statements* by each respondent category from which respectively maximum returns were received. An examination of this tabular information indicates that the students placed a premium on program goals which emphasized individualized scheduling, supportive tutorial and remedial assistance, and instruction directed to helping them improve their language and communication abilities. These latter two goals received equally strong endorsement from the parental and resource teacher representation. By contrast, parental and housemaster agreement on improving student self-awareness and the choice of regular classroom enrollment as the prime goal selection of the resource teacher were far removed from accord with the student rankings given to these goal itemizations. Common support of a moderate kind is exhibited for a cooperative staff response to student needs while a somewhat common repudiation is ascribed to program activity which would emphasize up-dated notification of pupil progress. No

*No open-ended goal preferences were offered by any respondent.

TABLE 2

PROGRAM GOALS

RANK RESPONSES: STUDENTS, PARENTS, RESOURCE TEACHER, HOUSEMASTER

Goals	Rankings by Respondents*			
	S	P	RT	HM
Student awareness of abilities	7	2	9	2
Teacher/administrator awareness of student needs	4	9	10	1
Individualized student scheduling	1.5	4.5	6	5
Notification of student progress	9.5	7.5	8	10
Social/extracurricular participation	9.5	10	7	3
Personal/academic counseling	5.5	7.5	4	9
Regular classroom enrollment	8	4.5	1	7
Language/communication skills	3	3	3	4
Supportive assistance	1.5	1	2	8
Combined staff effort for student benefit	5.5	6	5	6

*

S=Student; P=Parent; RT=Resource Teacher; HM=Housemaster

Rankings reported for students and parents are averages.

attempt is made to generalize to each ranked selection. However, it seems reasonable to note that the priorities of the students were more frequently at variance than in agreement with those of the adult respondents.

Actions Responsive to Goal Expectations: The involvement of the hearing impaired students, their parents, the resource room instructor, and the building housemaster in the specification of program goals served at least two constructive ends. First, it provided the basis for a rightful opportunity for those persons directly contributing to or being served by the program to register their judgments about its specific and overall merits. Second, it crystallized program decisions as to what activities should be addressed to satisfying the expressed intent of each goal statement. Presented below in company with an abbreviated version of each goal statement is an explanation of these activities:

1. Student Awareness of Abilities: Comparatively little educational test data were available for any of the five students upon their enrollment in the Taunton program. The conclusion was made, therefore, that appropriate tests, individually administered, would offer these youngsters realistic and objective information by which they could relate their achievement to that of national samples of hearing and non-hearing impaired students. Such testing was viewed, also, as a recommending basis for making adaptations in the schedules of the students or for offering to them services additional to those being provided by the resource room teacher.

Tests administered to four of the five students by the resource teacher, the instructor for learning disabilities, and the remedial reading specialist were the California Reading Test, Detroit Tests of Learning Aptitude, Durrell Analysis of Reading Difficulty, Gray Oral Reading Tests, The Differential Aptitude Tests, The Stanford Achievement Test (Gallaudet Edition), and The Wide Range Achievement Test.[14]

2. Teacher/Administrator Awareness of Student Needs : Prior to and throughout the existent school year the effort has been consistent to keep the high school faculty and administration alert to the newly introduced hearing impaired program. In the week immediately preceding the September opening of school, Mr. Parsons and Ms. Roth met formally with the guidance department staff to gain familiarization with curriculum offerings and to emphasize the vital assistance which would be sought of guidance personnel in the structuring of suitable mainstream schedules for each enrolled hearing impaired student. Within a week following school commencement Mr. Parsons conducted a program orientation session for the headmaster, his four

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California Reading Test, Jr. H.S. Level, Form W, 1957 edition. California Test Bureau, Monterey, California.

Detroit Tests of Learning Aptitude, 1958. The Bobbs-Merrill Co., Inc., Indianapolis, Indiana.

Durrell Analysis of Reading Difficulty, New Edition, 1955. The Psychological Corporation, New York, N.Y.

Gray Oral Reading Tests, 1967. The Bobbs-Merrill Co., Inc., Indianapolis, Indiana.

The Differential Aptitude Tests, 4th edition, Form L, 1966. The Psychological Corporation, New York, N.Y.

The Stanford Achievement Test, Special Edition for Hearing Impaired Students, 1972. Office of Demographic Studies, Gallaudet College, Washington, D.C.

The Wide Range Achievement Test, Revised 1965. The Psychological Corporation, New York, N.Y.

house assistants, and the eleven high school curriculum department heads.

During the first week of October each high school administrator and faculty teacher had received from Ms. Roth a memorandum notice in the form of suggested guidelines for working with hearing impaired students. An additional communication was directed to each department coordinator which emphasized the desire and willingness to meet with departmental personnel to explain the program further and to respond to any faculty inquiries (Appendix Q).

By the end of the month of March, six such departmental invitations had been extended and accepted. At these departmental assemblies, as well as at the preceding meetings held with the guidance department and the administrative leadership, topical attention was given to defining the disability range involved in hearing impairment, specifying the type of handicapped student enrolled at the high school, describing the roles of the resource room teacher and the auxiliary specialists, delineating the purpose of mainstreaming, and citing ways in which the regular classroom teacher could contribute to the successful matriculation of any assigned impaired student.

In addition to these high school in-service presentations additional activity has been directed to accomplishing the program commitment (objective four) to develop a broader awareness of the needs of hearing impaired students. For example, two evening courses in sign language instruction have been in session since the latter part of February at the high school and are to continue throughout a sixteen-week period. Both classes, beginner and intermediate, have a combined enrollment of thirty parents, students, and teachers who are residents from five regional communities including Taunton. An in-service seminar on " Hearing Disorders in Children and Their Impact on Education " was conducted during the first week of April for local teaching personnel functioning below secondary grade levels. The seminar leader was Dr. William A. Philbrick a faculty professor and speech and hearing specialist of Southeastern Massachusetts University, North Dartmouth, Massachusetts.

For the months of April and May Ms. Roth has accepted invitations to be the principal speaker at each of two in-service workshops sponsored respectively by Project ERR and R.E.A.D.S., Inc. Both workshops are open to the public and to teaching personnel and will provide an explanation of the Taunton program as well as offering suggestions as to how to relate to the hearing impaired student in the regular classroom.

On May 22, 1976, moreover, a day-long institute on " Public School Programs for Hearing-Impaired Students in Southeastern Massachusetts " will be held at Taunton High School (Appendix R). Dr. Joseph Rosenstein, Massachusetts Coordinator for Programs for the Hearing Impaired, will initiate a series of topical presentations prefatory to the feature address to be offered by Dr. Kathryn B. Horton, a nationally recognized expert in the field of hearing impairment. The afternoon portion of the institute will be occupied with round-table discussions of the public school programs currently in operation within the Southeast Region. Ms. Roth and the writer will provide one such discussional format around the subject " Secondary School Mainstreaming of Hearing Impaired Students " (Appendix S).

3. Individualized Student Scheduling: The Taunton program has been functioning from the premise that its hearing impaired students would be served best educationally by involvement in school courses or offerings that held strong promise of being responsive to their needs as individuals. Therefore, not only was very particular attention devoted to the initial formation of the schedule of each student but effort has been sustained to change such schedules whenever the best interest of any given student is involved.

The content of all start-up schedules reflected the input of the students, their parents, the hearing impaired staff, and personnel of the high school guidance department. The same representative involvement has pertained in schedule modifications which, thus far, have included very occasional shifts to other regular classroom instructors, an addition or deletion in mainstream enrollment, or the inclusion of tutorial and remedial assistance.

4. Notification of Student Progress: Several means are being utilized to keep their parents informed of the extent and character of progress being demonstrated by the enrolled students. At the end of every ten-week marking period an observational report hand-written by the resource room teacher (Appendix T) is mailed to each parent. Telephone contact is maintained in situations where immediate and more personalized communication with any parent seems advisable. Reporting of a more direct kind is being achieved through discussional meetings including the resource room teacher, other high school staff or administration, and individual parents. To date, all such meetings have been held at the high school either through invitation of the resource teacher or as a consequence of parental request. All parents, some more frequently than others, have chosen to participate in this type of dialogue.

   In turn, progress feedback to students is being accomplished on an almost daily frequency through the one-on-one provision of supplementary tutorial and remedial instruction. This everyday type of reinforcement is further augmented by the resource teacher who apprises every student both of the substance of the progress reporting to parents and of the ongoing condition of their status in mainstream activities.

5. Social/Extracurricular Participation: At the time of enrollment all of the hearing impaired students were invited to participate in the extracurricular activities available at the high school. Accompanying this invitation was the given assurance that their involvement would be subject only to the same school standards as pertained to the student body as a whole.

   Actual participation has been left purposely as a matter for student choice. However, in response to the goal expectation which is directly represented, effort has been sustained to keep these students alert to the variety of extracurricular experiences which offer the opportunity for their participation. Each has been provided with an edition of the high school handbook which delineates the availability of a diversified intramural sports program

and a wide selection of school club memberships.[15] In supplement to this handbook each of these students receives copies of the daily notice sheet which is dispensed by the high school headmaster and a weekly bulletin which is composed by the guidance staff. These latter informational notifications provide a significant perception of the academic and non-academic kinds of activities that are a continuing part of the high school scene (Appendix U).

6. Personal/Academic Counseling: At the outset of the school year it was anticipated that hearing impaired students enrolled in the Taunton program would experience some personal or academic difficulty in adjusting to a totally unfamiliar high school environment. It was presumed, as well, that they might need or seek some assistance to clarify their aspirations and plans for the future.

   On the basis of these assumptions it was determined to avail counseling service to the students whenever they so requested or under circumstances which warranted an intervention approach. Ms. Roth, who in addition to her teaching certification possesses a master's degree in the counseling of the deaf, would provide the largest proportion of the counseling support while Dr. Stahl, staff psychologist of R.E.A.D.S., would assist her with problem situations of greater severity.

   The expectations of September were borne out over the ensuing months. Both Ms. Roth and Dr. Stahl have been providing counseling assistance which has been solicited or prompted by necessity.

7. Regular Classroom Enrollment: This ranked goal preference and the general program pledge to effect mainstreaming (objective three) share a similar intent. Both recommend action which would effect integration of the hearing impaired students into typical class settings only when such placements are in the very best interests of these students. This exact type of action has regulated the mainstreaming which has been

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[15] Student Handbook: Taunton High School, 1975-76, Taunton Printing Company, p. 16; pp. 32-41.

accomplished by the high school program.

A thirty-five period schedule constitutes the school week at Taunton High School. Within this framework mainstreaming ranges individually from fourteen to thirty-one periods a week. Collectively, the hearing impaired students are enrolled in regular classroom situations to the extent of 117 periods which represents a sixty-seven percent proportion of the school week. All such mainstreaming is being executed with the full accord of the students and their parents.

8. Language/Communication Skills: Because of the degree or duration of their hearing loss some impaired students exhibit underdeveloped or immature speech and language patterns. Several of the adolescents in the high school program presented one or both of these difficulties at the time of enrollment. For these youngsters language and speech instruction are being provided respectively by the resource room teacher and the school speech therapist as frequently as their overall professional responsibilities will permit.

   The teaching focus of each specialist has been very specific. Language instruction, for example, has been directed to improving the ability of a student in spelling, vocabulary, and such grammatical components as the correct usage of verb tenses, subject and verb agreement, singular and plural distinction, etc. The emphasis of speech instruction has been to improve student competency in diction and articulation.

   At the request of the writer, the resource teacher and the speech therapist categorized their areas of instructional concentration and submitted an estimation of student progress on a rating continuum of poor through good. Table 3 explicitly indicates that the students exposed to such remedial language and speech instruction have benefited thereby.

9. Supportive Assistance: Though experiencing a common disability, each of the hearing impaired students presented distinctive educational needs. In deference to these individual necessities the schedule of every youngster has been structured to provide reinforcing remedial and tutorial help during those periods not alloted to mainstream.

TABLE 3

PROVISION OF LANGUAGE/SPEECH INSTRUCTION

PRE POST COMPARISON

Type of Instruction	Pre Post Data*			
	S1**	S2	S4	S5
Language				
Vocabulary	P/F	F/G		
Spelling	P/F	F/G	P/G	
Verb Tenses		F/G	F/G	
Singular/Plural Distinction		F/G	F/G	
Parts of Speech: Nouns, Pronouns, Prepositions, etc.		F/G	F/G	
Speech				
Articulation	P/F	F/G	F/G	P/F
Diction	P/F	F/G	P/G	P/F

*

For each student, S1, S2, etc., the letter above the diagonal indicates the level of performance at the time of enrollment. The letter below the diagonal indicates the level of performance as of mid-April, 1976.

P=Poor; F=Fair; G=Good

**

Here as with subsequent tabulations students are numerically identified. Though not indicative of alphabetical identity the same number is applicable to the same student throughout. Where parents are similarly identified the same situation of designation pertains.

participation. For instance, in addition to the speech and language instruction just cited several students are receiving remedial reading assistance while four of the five students are obtaining individualized tutoring in such academic disciplines as English, mathematics, and history. This subject tutoring is being provided by the resource room teacher and by faculty colleagues with background specializations in behavioral adjustment and learning disabilities.

10. Combined Staff Effort for Student Benefit : The several preceding sections convey only partially the effort being extended by high school faculty members to provide beneficial assistance to the hearing impaired enrollees. What they do not show, for example, are the two-way contacts and dialogue which persist between the resource room teacher and mainstream instructors for the purpose of keeping the program responsive to the most current needs of these adolescents. Neither do they indicate the continuing cooperation of the administration and guidance staff of the school in the implementation of schedule revisions which are proposed by the resource teacher as important to the well-being of individual students.

    The hearing impaired program has been accepted as an integral and contributing dimension of the curricular structure of Taunton High School. This accomplished fact, in the opinion of the writer, is attributable to the unqualified manner in which the general faculty has joined its efforts to those of the resource room specialist.

The purpose of the preceding ten subsections has been to present an explanation of the procedures or activities which have been and are being employed to satisfy the expectations for the program expressed by the enrolled students, their parents, the specialist teacher, and the administrator in whose building component the resource room is housed. The substantive source for such explanation has been provided to the writer

in the form of detailed log reports submitted monthly to him by the resource teacher and the specialists in speech, learning disabilities, and behavioral adjustment. These reports have been condensed into Table 4 which presents the program activities just described in terms of the frequency or ratio of their occurrence up to mid-April, 1976.

Determination of Program Satisfaction: After almost seven months of earnest program commitment, how well attained have been those expectations originally voiced for the high school hearing impaired endeavor? To make such a determination the writer, early in March, requested students, parents, the housemaster, and the resource teacher to indicate how extensively their initially expressed program priorities had been achieved.

Total response was accorded to an evaluation instrument which availed the respondents of their previously ranked program preferences and required them to choose one of four rating options to indicate how extensively each such ranked preference had been achieved. The instrument provided the additional opportunity for both students and adults to record their own general impressions of the program and to submit recommendations regarding any need for improvement in services. The evaluation forms are distinguished by color coding and the student edition differs slightly from the others in the wording of instructions (Appendix V).

TABLE 4

PROGRAM ACTIVITIES TO SATISFY GOAL EXPECTATIONS

Type of Activity	Frequency or Ration of Occurrence
Testing	12
Alerting to Student Needs	17
Individualized Scheduling or Adjustments	20
Notification of Student Progress	49 *
Extracurricular Activity Availability	177 **
Personal/Academic Counseling	48
Enrollment in Regular Classroom	67 ***
Language/Speech Instruction	208
Tutorial/Remedial Assistance	512
Combination of Staff Effort	59

* This figure is indicative only of contacts maintained with parents. It does not include progress feedback to students by way of tutoring, remedial instruction, or counseling.

** This figure refers to the number of handbooks, daily notices, and weekly guidance bulletins disseminated to students to alert them to the availability of extracurricular opportunity.

*** This figure represents total percentage of mainstreaming in effect.

The following four tables bring together in a concise format the results generated by the forced-choice portion of the evaluation instrument. The first three present a contrast between the rank and the satisfaction rating given to each program preference by every respondent. The fourth provides the aggregate judgment of the respondents as to how extensively each of the program preferences has been achieved.

The informational data provided in these tables would seem to affirm the existence of significant satisfaction with the hearing impaired program as a whole. The largely optimistic tone of such data did not lead, however, to a discounting of the small measure of contrasting dissatisfaction which was student expressed. The causes of the discontent were quickly defined and subsequently eliminated by the effecting of essential adaptations in the schedule routines of several of the adolescents.

In that portion of the evaluation form which encouraged expanded comment the respondents communicated a similar preponderant satisfaction. Remarks were not received with each returned form but all individuals did check in the affirmative that the program is responsive to student needs. Two parents volunteered that the program has brought about improvement in personal confidence and the academic work of their youngsters.

Two statements were addressed to specific suggestions for

TABLE 5

PROGRAM GOALS

STUDENT: SELECTION/ACHIEVEMENT CONTRAST

Goals	Selection/ Achievement*				
	S1**	S2	S3	S4	S5
Student awareness of abilities	5/Sat	6/Sub	5/Sat	8/Sub	2/Com
Teacher/administrator awareness of student needs	3/Com	1/Sub	8/Sat	1/Sat	10/Com
Individualized student scheduling	1/Sub	4/Sub	4/Sub	9/Sat	1/Com
Notification of student progress	4/Com	10/Sat	9/Sat	6/Uns	4/Sat
Social/extracurricular participation	2/Sat	9/Sub	10/Uns	7/Sat	5/Sat
Personal/academic counseling	5/Sat	8/Sub	3/Sub	5/Uns	3/Com
Regular classroom enrollment	4/Com	5/Sub	2/Com	10/Sat	6/Com
Language/communication skills	1/Com	3/Sub	7/Sat	3/Com	8/Com
Supportive assistance	2/Com	7/Sat	1/Com	2/Uns	7/Com
Combined staff effort for student benefit	3/Com	2/Sub	6/Sat	4/Com	9/Sub

*For each student, S1, S2, etc., the number above the diagonal indicates the ranked importance given to program goals. The abbreviations below the diagonal indicate the extent to which each respondent judged such goals to be achieved.

Com=Complete; Sub=Substantial; Sat=Satisfactory; Uns=Unsatisfactory

**This student accorded equal ranking to goal selections.

TABLE 6

PROGRAM GOALS

PARENT: SELECTION/ACHIEVEMENT CONTRAST

Goals	Selection/ Achievement*				
	P1	P2	P3	P4	P5
Student awareness of abilities	3/Sub	3/Sub	6/Sub	2/Sat	3/Sat
Teacher/administrator awareness of student needs	9/Sub	4/Sub	10/Sat	7/Sat	5/Sat
Individualized student scheduling	4/Sub	7/Sat	5/Sat	3/Sat	4/Sat
Notification of student progress	8/Com	9/Sub	4/Sat	2/Sub	6/Sub
Social/extracurricular participation	10/Sat	10/Com	9/Sat	*/*	10/Sat
Personal/academic counseling	6/Sub	5/Com	3/Com	6/Sat	9/Sub
Regular classroom enrollment	7/Sub	8/Sub	2/Sub	5/Sub	1/Sub
Language/communication skills	1/Sub	6/Sub	8/Sub	1/Sat	2/Sub
Supportive assistance	2/Sub	1/Sub	1/Sub	3/Sat	7/Sub
Combined staff effort for student benefit	5/Sub	2/Sub	7/Sub	4/Sub	8/Sat

*

For each parent, P1, P2, etc., the number above the diagonal indicates the ranked importance given to program goals. The abbreviations below the diagonal indicate the extent to which each respondent judged such goals to be achieved.

Com=Complete; Sub=Substantial; Sat=Satisfactory; Uns=Unsatisfactory

/ No ranking or achievement judgment registered by this parent. Also, this parent accorded equal ranking to goal selections.

TABLE 7

PROGRAM GOALS

SELECTION/ACHIEVEMENT CONTRAST

HOUSEMASTER, RESOURCE TEACHER

Goals	Selection/ Achievement*	
	HM	RT
Student awareness of abilities	2/Sat	9/Sat
Teacher/administrator awareness of student needs	1/Sub	10/Sub
Individualized student scheduling	5/Sub	6/Com
Notification of student progress	10/Sat	8/Sub
Social/extracurricular participation	3/Sub	7/Sat
Personal/academic counseling	9/Com	4/Sat
Regular classroom enrollment	7/Com	1/Com
Language/communication skills	4/Sub	3/Sub
Supportive assistance	8/Sat	2/Sub
Combined staff effort for student benefit	6/Com	5/Sub

*The number above the diagonal indicates the ranked importance given to each of the goal statements by the building C housemaster (HM) and the resource room teacher (RT). The abbreviations below the diagonal indicate the extent to which each respondent judged such goals to be achieved.

Com=Complete; Sub=Substantial; Sat=Satisfactory

TABLE 8

EXPRESSED EXTENT OF GOAL ACHIEVEMENTS

BY CATEGORY OF RESPONDENT*

Goals	Complete				Sub-stantial				Satis-factory				Unsatis-factory			
	S	P	RT	HM	S	P	RT	HM	S	P	RT	HM	S	P	RT	HM
1	1		1	1	2	3			2	2						
2	2				1	2	1	1	2	3						
3	1		1		3	1		1	1	4						
4	1	1				3	1		3	1		1	1			
5**		1			1			1	3	3	1		1			
6	1	2		1	2	2			1	1	1		1			
7	3		1	1	1	5			1							
8	3				1	4	1	1	1	1						
9	3					4	1		1	1		1	1			
10	2			1	2	4	1		1	1						

*
S=Student; P=Parent; RT=Resource Teacher; HM=Housemaster

**
No achievement rating registered by one of the parents.

program improvement. A student, not a resident of Taunton, requested the provision of late bus or cab service in order to have the opportunity to participate in extracurricular programs that are conducted at the close of the school day. This request is under consideration by the sending school district which has responsibility for supplying transportation to and from the high school.

The second suggestion was submitted by the resource room teacher who observed that the addition of a classroom aide would allow her more time to counsel students and to make visitations to mainstream classes. In deference to this suggestion serious consideration is being given to the employment of such an instructional assistant at the start of the next school year.

Mainstream Adjustment: One of the conspicuous features of the high school hearing impaired program is the enrollment of its students with non-handicapped students in so-called regular classroom settings. Such mainstreaming is endorsed out of the belief that to restrict them totally to the environment of a resource room would produce adverse psychological effects. It is also encouraged by the realization that the hearing impaired individual must learn to accommodate to a world which is largely populated by people with normal hearing ability.

Mainstreaming at Taunton High School is not a haphazard transaction. Each placement is a carefully considered decision which must be

agreed to both by the resource teacher and by each regular faculty member who accepts the increased working responsibilities which accompany such an enrollment.

During this pilot year one such increase in responsibility has been the involvement of mainstream teachers in the writer's effort to obtain a measured indication of the adjustment to their subject or activity areas by hearing impaired students. Within a month of the opening of the school year every participating mainstream teacher had received through the resource room specialist a rating instrument designed by the writer with the advisory assistance of Dr. Hartman.

The rating form presented eleven brief descriptions of conduct or behavior patterns. Each instructor was requested to report how frequently each type of behavior pattern was exhibited by a mainstream student by checking one of five options ranging from never to always. The form also invited additional comment relative to other observed aspects of student deportment (Appendix W).

All seventeen mainstream teachers submitted completed ratings by mid-October. In the early part of March a repetition was effected of the same procedure and again, by the end of that month, full response was achieved. The writer then translated the frequency classifications into numerical values from zero(never) to four(always). Following this, averages were computed of all the ratings given to each student on every conduct description. Computations which were

estimated separately for the October and March reportings are represented in Table 9. Numerical ratings on the high end of the continuum are considered indicative of better than average mainstream adjustment. The one exception pertains with the statement dealing with frustration behavior. Here, a lower value signifies more defensible mainstream adaptability.

These tabular figures would not appear to show a marked contrast in the individual or collective mainstream conduct of the hearing impaired adolescents. All demonstrate an average or better than average tolerance for frustration and, in the main, all regularly and punctually attend their classes and conform to the expected codes of classroom conduct. In most other respects mainstream accommodation would seem to be a matter of individual acclimatization. Even in these instances, however, the adaptability appears to be average or better.

Several dividends have been realized from the use of this rating device. Its administration has stimulated more frequent and more substantial dialogue between the resource room and mainstream teachers. These contacts have cultivated increased understanding of each of the hearing impaired students and this understanding, in turn, has been demonstrated by more tolerant and realistic expectations within the regular classroom.

Lastly, the total informational feedback which it provided

TABLE 9

STUDENT MAINSTREAM ADJUSTMENT

PRE POST COMPARISON

Adjustment Behavior	Pre Post Data*			
	S1	S2	S3	S4
Follows through on assigned tasks	2.2/2.6	3.8/3.8	3.5/3.3	2/2.7
Observes class rules	3.3/3.0	4/3.8	3.7/3.8	2/3.3
Requests assistance when needed	2/1.8	3/3.2	1.7/2.1	1.5/2.7
Easily Frustrated	2.2/2	1/1.5	2/1.6	1.3/1
Demonstrates ability to work independently	2/2	3.5/2.7	3.3/2.5	1/2
Attends class	3.2/3	4/3.8	3.8/3.7	4/4
Comes to class on time	3.6/3	4/4	3.8/3.8	4/4
Relates positively with other class members	2.5/2.6	3.4/3.5	2.2/2.7	1.8/2.7
Accepts criticism well	2.3/3	4/4	3.8/3.6	2/3.7
Participates in group activities or projects	1.5/2.5	2.5/3.2	3/2.3	1.5/2.3
Is attentive	2.8/2.2	3.8/3.6	3.6/3.2	2/2.3

*For each student, S1, S2, etc., the number above the diagonal represents teachers' average ratings of mainstream adjustment at the outset of the school year. Similarly, the number below the diagonal indicates rated student adjustment at the conclusion of the practicum period. No comparison is reported for one student who entered the program several months subsequent to the opening of the school year.

has convinced the writer, the resource room teacher, and the building housemaster that the implementation of mainstreaming at Taunton High School is providing to the hearing impaired youth experiences that are psychologically, socially, and academically beneficial.

Survey of Hearing Impaired Needs: Of the ten primary objectives specified for the program one of the more ambitious was the pledge to assist R.E.A.D.S., Inc. and the Massachusetts Department of Education in the conduct of a survey to determine how many hearing impaired persons of school age* resided in Southeastern Massachusetts. As noted earlier in this report, the writer and his professional colleague Mr. Herbert Drew were requested both to design an appropriate instrument for gathering the requisite data and a form letter which could be used to solicit the cooperation of district superintendents and special education administrators in the provision of the needed information.

The instrument which was developed took care to maintain the anonymity of all reported cases. Primarily it sought facts relating to such variables as age, sex, present educational and program placement, grade and high school status, and the prevalence of multi-handicapped situations. During the latter part of September, 1976 a copy each of the cover letter and the survey form were mailed to all ninety-one school districts (Appendix X). Plans were then put into effect to have all submitted returns reported out in a simple

*By law a school-age person in Massachusetts is anyone from three through twenty-one years.

data processing form. Computer time and service were purchased by R.E.A.D.S., Inc. from the regional technical school located in Taunton.* The finalized computer printout, a copy of which is provided herein (Appendix Y), was available at the very latter part of February, 1976. Its design which was structured by the writer and Mr. Drew is based on the division of the entire region into smaller area components. The printout provides for district identification by name, a legend of all major headings, a summative breakdown of all data submitted, area recapitulations by age and sex, and the individual community statistics. For the purposes of this report, however, the writer draws attention to these salient facts discovered through the survey effort:

1. Of the ninety-one school districts in the region ninety responded to the survey requests.
2. Of the 341 incidents of hearing impairment reported 258 are being funded by local school districts.
3. Of these 258 incidents 216 are in local district educational placements.
4. As of October 1, 1976 there will be forty-one students of junior high school age within the region.
5. As of October 1, 1976 there will be eighty-three students of high school age within the region.
6. As of October 1, 1976 there will be twenty-four students of post-secondary school age within the region.

These figures do support the assertion of previous studies that there is a sufficient prevalence of hearing impairment in Southeastern

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*Bristol-Plymouth Regional Technical School, Taunton, Massachusetts.

Massachusetts to warrant regionalized public education that is geared to serving this handicapped population. At the same time, the survey highlights the impressive proportion of this needy population who are of secondary school age.

During the second week of March the writer analyzed the survey information in the company of Mr. Benoit Charland, Director of Special Education for the Southeastern Region, Mr. Robert Fantasia, Regional Planner for the Hearing Impaired, Dr. Hartman, and Mr. Drew. The consensus of this meeting was that the data supported keeping the current pre-school and high school programs in place. It was additionally agreed that the second phase of the state three-year plan should be reflected in the expansion of services at the elementary plane. The following year would give attention to possible needs at the junior high or middle school levels. An application for federal funding has been processed to underwrite this second-year undertaking.

At a later point in March, Dr. Joseph Rosenstein, Dr. Hartman, and Mr. Fantasia visited Taunton High School for the purpose of evaluating the high school program. They conducted an extensive discussion with the writer, the resource room teacher, and the building housemaster about all dimensions of program resources and services. Following this morning-long session, Dr. Hartman conveyed that he shared the consensus of his colleagues that the program gave every indication of being a viable and productively functioning operation. At the same time, he

informed the writer that the program would be sustained beyond this present school term since all of the school districts which presently have students in the program had affirmed to him their intent to continue these enrollments next year on the required tuition basis. In his opinion, moreover, Dr. Hartman envisions an increase in the enrollment as well as an increase in staffing at the high school in the pending school year.

Comparison of Attendance: If formal education is to bestow any benefit on a student it seems logical to assume that the student must be in attendance at school with some consistent frequency. This assumption appears even more defensible if the student happens to be one with a handicap. So believing, the writer set as a program objective the making of a comparison between the average attendance records of the five hearing impaired students and the remaining twenty-three hundred non-handicapped peers who constitute the general student body.

Selected as the time frame for the comparison were the ten-week intervals classified at the high school as " marking periods ". The three marking periods from September 4, 1976 to April 9, 1976 are those which are presented in Table 10. During this span of one hundred and thirty-two school days which represents approximately seventy-three percent of the total school year the attendance counts were provided by the resource room teacher and the supervisor of attendance for the school district.

A look at the tabular compilations makes evident that for the period being considered the total attendance of the hearing impaired students was the better. The difference is the spread between ninety and eighty-eight percent. The overall record of the handicapped students was decidedly diminished by the percentage recorded for them in the third marking period. This circumstance was attributable to the protracted illness of one of the five adolescents.

In any event, the fulfillment of this particular program objective has shown that these young people do take their education seriously. For this reason alone all the effort that has been and will continue to be committed to the program is gratified.

TABLE 10

COMPARISON OF ATTENDANCE

Marking Periods	School Days	Percent of Attendance	
		H.I.*	N.H.I.*
Sept. 4 - Nov. 7	45	98	92
Nov. 10 - Jan. 23	38	95	85
Jan. 26 - Apr. 9	49	78	86

*H.I.= Hearing Impaired; N.H.I.= Non-Hearing Impaired

PROGRAM COST EFFICIENCY

Since the promulgation of the Chapter 766 regulations in July, 1972, school districts in Massachusetts have progressively moved to join in collaborative efforts to provide special education services. One of the consistent justifications offered for this trend is that school systems which are members of such partnerships can save money that otherwise they would have to expend by referring students to private sources of help. This same rationale was fundamental to the formation of the high school hearing impaired program which though located in Taunton is under the financial aegis of the R.E.A.D.S., Inc. collaborative.

In reality, how cost efficient is the Taunton program proving to be? Early in March the writer placed this question before Dr. Hartman. His response was that the high school program for the present school year will average out to about three thousand dollars a pupil. This cost compares quite favorably to the following rates which were imparted to the writer upon request in September and October of 1975. All quotations are for day school programs and all schools listed are in Massachusetts:

Beverly School for the Deaf:	$ 4380
Boston School for the Deaf :	4794
Clarke School for the Deaf :	5000
Learning Center for Deaf Children :	5551
Willie Ross School for the Deaf :	5152

When the program converts to a tuition paying basis, Dr. Hartman expects that the cost per pupil will rise somewhat. It will, however, remain considerably below the fees which will prevail in the private sector.

LINKAGE RECAPITULATION*

Throughout the phases of planning and development a linkage relationship has existed between the pre-school and high school hearing impaired programs established this school year in the Massachusetts communities of Middleboro and Taunton.

Largely, but not exclusively, this linkage has been characterized by the collective contributions of this writer and Mr. Herbert A. Drew, Jr. to such efforts as site selection, search and securing of federal funding, the composition of dissemination literature, the selection of staff personnel, the processing of a regionalized demographic survey, and the organization of a day-long regional institute on hearing impairment.

Additionally, the linkage has been demonstrated through teacher staff interplay and interaction between the parents of the enrolled students. For example, dialogue between each program has generated the adoption of uniform application and admission procedures scheduled to become effective with the start of the next school year. Parental participation, on the other hand, has been exemplified by the documented involvement of parents from both programs in group counseling experiences provided for them at the R.E.A.D.S. facility in Lakeville.

---

*Co-authored by this writer and Mr. Herbert A. Drew, Jr., Director of Pupil Personnel Services, Middleboro Public Schools.

The existence and efficacy of such a linkage relationship would seem to be affirmed by observations and reactions from other vantage points. For instance, Dr. Robert K. Hartman, Executive Director of R.E.A.D.S., Inc., has been recorded as stating that " Although the components are located in separate districts within the collaborative, I have yet to feel that they are not as one. "[16]

From the middle management constituency of R.E.A.D.S., Inc., composed of district pupil personnel and special education administrators, support was voted for additional direct service programs by the collaborative based on " ... the linkage system operating in the hearing impaired model. "[17] In direct correspondence, the Board of Directors of R.E.A.D.S., Inc. authorized the establishment for the next school year of a regionalized program for " language arrested children " based on the operational parameters developed and utilized in the hearing impaired programming.[18]

All of these preceding circumstances would seem to indicate that the hearing impaired model together with the linkage component has a high degree of transferability as an instructional delivery system for students with other low-incidence handicapping conditions.

---

16 R.E.A.D.S., Inc., Minutes of Meetings of the Steering Committee, 1975-76, meeting of 2 December 1975.

17 R.E.A.D.S.,Inc., Minutes of Meetings of the Middle Management Committee, 1975-76, meeting of 13 January 1976.

18 R.E.A.D.S., Inc., Minutes of Meetings of the Board of Directors, 1975-76, meeting of 20 January 1976.

CONCLUSION

The practicum period from June, 1975 through April, 1976 represents a ten-month immersion of the writer in the inauguration and implementation of what has become the first comprehensive high school program in Southeastern Massachusetts for hearing impaired adolescents. In addition to such a noting, the present vantage point permits just as open a reflection on the personal satisfactions which this segment of time has brought to pass.

The writer is pleased in the knowledge that all specified program objectives have been attained. He is heartened that this achievement has been accompanied by significant satisfaction with the program by the students, parents, resource teacher, and building administrator who have been most closely affected or identified with it. He is contented with the assurance that not only will the program be sustained but that the optimistic prospect exists that it will grow.

Finally, he is gratified with the opportunity that has been given to work in concert with so many people whose selfless commitment has made the high school hearing impaired program a respected and productive contributor to the curricular vitality of Taunton High School.

APPENDIX A

State Department Invitation

55

R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

May 28, 1975

TO: Ed Lynch/Herb Drew

FROM: Bob Hartman

RE: Memo from Regional Office
Deaf Program

I received the following memo "prospectus" from Jack Burke of the Southeastern office concerning the Deaf Program:

"Propose to R.E.A.D.S. the establishment of:

A High School Day Program--for the deaf and a preschool program for the deaf. To be located within a 10 mile radius of SERC with accessibility via major highways.

To provide the necessary space in a public High School setting for the purposes of integration, and in an elementary program for pre-school children.

To provide all necessary administrative and supervisory functions together with the actual delivery of services for those programs.

Population of both H.S. & Pre-School program designated in study of Southeast Region, however subject to revision based upon incomplete reports from some towns.

Operational funding to be determined and negotiated."

This looks to me to be in line with the summative data you fellows developed on the R.E.A.D.S. program. Please review and let me know your thoughts.

APPENDIX B

Request by R.E.A.D.S., Inc

56

R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH D.
EXECUTIVE DIRECTOR

June 3, 1975

Mr. Edward Lynch, Director
Pupil Personnel Services
120 Cohannet Street
Taunton, MA. 02780

Dear Ed:

As you are well aware, the evaluation of the R.E.A.D.S. program done under your direction as Chairman of the Evaluation Committee has brought to light the need for R.E.A.D.S. to become more involved in direct programming. Coincidental with your evaluation report was an overture from the State Department of education concerning our possible involvement in a program for the hearing impaired. The purpose of this letter is to solicit your assistance in the further development of such a program.

More specifically, the State would like R.E.A.D.S., Inc. to develop a program for hearing impaired students at the high school level and the preschool level. I would like you to consider the possibility that the high school portion of the program be based at the new Taunton High School under our joint supervision. This program would be entirely funded through federal funds the first year of operation after which the program would be supported on a tuition basis.

I believe the development of such a program in Taunton would be of mutual professional advantage both to R.E.A.D.S. and the Taunton Public Schools. This movement on the part of R.E.A.D.S. would be consistent with the recommendations that you have made concerning direct service and would enable the collaborative to be more functional in serving the children of Southeastern Massachusetts. The basing of such a program at Taunton High School would assist you in your efforts to sensitize the teachers to the needs of handicapped children. The presence of specialists in language could also be of assistance to your remedial specialists on the staff at Taunton High. In addition, as I will outline when we meet, there will be certain fiscal advantages to the Taunton School Committee.

I would be interested in meeting with you and Herb Drew (I would like to have the preschool program based in Middleboro) as soon as possible. Would you please speak to Herb and set a time that is mutually satisfactory with the two of you and have your secretary call my office. I will make myself available at any time that is convenient for you and Herb. I look forward to hearing from you.

Sincerely,

Robert K. Hartman, Ph.D.,
Executive Director

APPENDIX C

Hard of Hearing Guidelines

57-58

COPY

TAUNTON PUBLIC SCHOOLS
TAUNTON, MASSACHUSETTS 02780
OFFICE: COHANNET SCHOOL
AREA CODE 617 824-6604

EDWARD J. LYNCH
DIRECTOR OF
PUPIL PERSONNEL SERVICES

To: Mr. Edward F. Aleixo, Superintendent of Schools
From: Edward J. Lynch, Director of Pupil Personnel Services
Re: Guidelines for Deaf/Hard of Hearing Program
Date: June 13, 1975

The itemizations listed below represent the collective thinking and agreement of Dr. Robert Hartman, Herb Drew, and myself as a consequence of a three-hour discussional session this morning, at Lakeville, addressed to the possible formation of a program for deaf/hard of hearing students under the L.E.A. aegis of R.E.A.D.S., Inc.

In essence, these itemizations constitute a suggested framework for guiding the responsible relationship that would pertain between the L.E.A. agency and the communities providing housing accomodations for the program.

****

1. During the first year of its existence all program costs, exclusive of transportation, will be completely defrayed by federal funding alloted through the Massachusetts Department of Education;

2. Salary stipends for all program staffing - teachers, aides, etc. shall accord with the salary schedules prevailing in the housing community;

3. The housing community will stipulate the length of the work day, additional professional assignments, participation in staff and in-service meetings, etc.;

4. The program will function during the calendar year prescribed by the housing community;

5. The housing community will determine if the program is to be conducted or curtailed in situations of inclement weather;

6. The supervision of the program will be shared by the building principal, the Director of Pupil Personnel Services of the housing community, and the Executive Director of R.E.A.D.S. in full compliance with local school district regulations and policies;

7. If needed, additional managerial assistance will be provided by R.E.A.D.S. to the housing community;

TAUNTON PUBLIC SCHOOLS
TAUNTON, MASSACHUSETTS 02780
OFFICE: COHANNET SCHOOL
AREA CODE 617 824-6604

EDWARD J. LYNCH
DIRECTOR OF
PUPIL PERSONNEL SERVICES

8. The Superintendent of Schools of the housing community or his designee will have right of selection for all personnel assigned to the program;

9. Subsequent to the first functioning year of the program the Board of Directors will define the rates of tuition;

10. In keeping with the type of program involved, secondary or elementary, all referring and participating school districts will be assessed uniform tuition fees and these fees will be payable in equal amounts on September 1 and January 15 of each school year;

11. The referring community will assume responsibility for transportation;

12. R.E.A.D.S. will provide listings of qualified substitute teaching personnel to the housing community;

13. Personnel who constitute the staff of the program are understood to be employees of R.E.A.D.S., Inc.;

14. A housing community shall provide R.E.A.D.S with a one year prior notification if it is unable to continue provision of classroom or space accommodations;

15. Financial consideration will be accorded to a housing community in keeping with enrollments and the nature of of the program:

e.g. Secondary: ½ per pupil costs per pupil enrolled to be deducted from R.E.A.D.S. assessment the following year;

Elementary: flat fee for space provided to be deducted from R.E.A.D.S. assessment the following year.

It is my opinion that these stipulations are protective of the prerogatives of the Taunton School System, and I would respectfully recommend that we capitalize on the opportunity to become a prime supporter and contributor to a program which represents a pioneering thrust in this section of the state.

APPENDIX D

High School Program Advantages

59-61

R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

June 16, 1975

Mr. Edward F. Aleixo
Superintendent of Schools
Taunton Public Schools
120 Cohannet Street
Taunton, Massachusetts 02780

Dear Mr. Aleixo:

The attached proposal has been presented to R.E.A.D.S., Inc. by the State Department of Education. This proposal encourages the R.E.A.D.S. collaborative to develop programs for hearing impaired children in Southeastern Massachusetts. The State Department is especially interested in development of a pre-school program and high school program.

As you know from our several conversations on this matter and discussions with Mr. Lynch, I am interested in the possibility of housing the high school program at the new Taunton High School. Please let me reiterate some of the advantages to Taunton for the basing of such a program.

PROFESSIONAL ADVANTAGES

1. There is presently no high school program available for hearing impaired students of Southeastern Massachusetts. Alternatives open to parents and school systems are private school placement, often out of state, or day programs some distance away. The nearest program for high school hearing impaired students is Newton High School. Thus, the Taunton Public Schools would assist the R.E.A.D.S. collaborative in providing a sorely needed service to this population of students.

2. The housing of such a program at Taunton High School would make available to the staff of the Taunton Public Schools the expertise of teachers specializing in education of the deaf. Their expertise could be tapped in the areas of language development and general curriculum development in the language arts.

Their presence would also help sensitize the high school staff to the needs of handicapped students, a service consistent with the new direction mandated by Chapter 766.

3. Taunton's participation in the R.E.A.D.S. collaborative by housing a direct service program will assist the collaborative in the further development of regional direct service programs. In the long run this will help R.E.A.D.S. open up other programs for Taunton students with other special needs. Taunton would be in a position of leadership for collaboration in special needs programming.

FINANCIAL ADVANTAGES

1. In order to reimburse the Taunton Public Schools for the space allotted as well as the time committment of the regular teaching staff, a fee would be paid that would be calculated at one-half the average per pupil costs in Taunton. For example, if the per pupil costs were approximately $1,000 then the Taunton Public Schools would be paid $500 per student enrolled in the program. A needs assessment conducted this Spring would suggest that the total enrollment might be around 15. By this formula the Taunton Public Schools would be paid $7,500 for housing the program at Taunton High School. This fee would be paid by deducting $7,500 from the R.E.A.D.S. assessment to Taunton.

2. The location of such programs at Taunton High School would provide considerable savings to the Taunton Public Schools in transportation for hearing impaired students from the City of Taunton.

3. Taunton participation in direct service collaboration enables R.E.A.D.S. to develop other direct service programs in the Greater Taunton Area which would, again, reduce transportation costs for handicapped children in other diagnostic categories.

Should you and Mr. George feel that this is an appropriate program to be housed at Taunton High School, I respectfully request that you submit this proposal to your School Committee at it's next regular meeting. I will be happy to attend that meeting should you feel my presence would enhance the School Committee's understanding of the nature and scope of the proposal.

I have been given a deadline of June 26th to respond to the State Department if we wish to develop this program and receive the Federal support for it. As you know, the State Department is proposing full funding of this program the first year, after which it would be supported on a tuition

basis by those communities sending students to the program.

Thank you for your time and consideration.

Sincerely,

Robert Hartman

Robert K. Hartman, Ph.D.,
Executive Director

RKH:ss

CC: Mr. Peter George
Mr. Edward Lynch

APPENDIX E

Program Acceptance by Taunton School Committee

62

TAUNTON PUBLIC SCHOOLS
120 COHANNET STREET
TAUNTON, MASSACHUSETTS 02780
TELEPHONE: [illegible]

EDWARD F. ALEIXO
SUPERINTENDENT

PATRICK A. SOCCORSO
ASSISTANT SUPERINTENDENT

June 27, 1975

Robert K. Hartman, Ph.D.
Executive Director
R. E. A. D. S.
Lakeville Hospital
Lakeville, Massachusetts 02346

Dear Dr. Hartman:

At a meeting of the Taunton School Committee on June 25, 1975, members voted to accept the program for hearing impaired children in Southeastern Massachusetts as proposed by R.E.A.D.S. and to allow the high school program for such children to be housed at the new Taunton High School. This approval was voted in view of the conditions outlined in the proposal.

Please accept my appreciation for your cooperation in this matter. I am sure that you left our meeting with a new awareness and appreciation for the problems facing school superintendents.

I feel that this program is the first step in helping area school systems to provide services to students with handicaps of a low incidence nature. I feel that R.E.A.D.S. is the ideal vehicle for this type of service.

We in Taunton are looking forward to a long, happy and rewarding association with R.E.A.D.S. in service to our communities. I have directed Mr. Edward J. Lynch, Director, Pupil Personnel Services, to serve as our liaison and to coordinate all activities for the Taunton Public Schools.

Sincerely yours,

Edward F. Aleixo
Superintendent of Schools

EFA:MPM

cc.Mr. Lynch

APPENDIX F

Regional Endorsement of Taunton Program

63

R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

June 27, 1975

Mr. Edward Lynch, Director
Pupil Personnel Services
Taunton Public Schools
120 Cohannet Street
Taunton, MA. 02780

Dear Ed:

Last night the Board of Directors of R.E.A.D.S., Inc. supported a recommendation that R.E.A.D.S., in conjunction with Taunton and Middleboro, offer a program for hearing impaired students of Southeastern Massachusetts. This marks a dramatic step forward in the collaborative concept and opens the doors for additional direct service programming.

I would like to thank you for the time and effort that you personally put into the development of this program. Your willingness to accompany me to visit the Newton High School program and the "behind the scenes" work you did with the Taunton School Committee are especially appreciated. I congratulate you on your successful presentation of the program to your school committee.

At this point, the next step is to develop the federal grant application and hire staff. I will be calling you in the near future to again solicit your assistance in these two projects. Your direction in the development of the grant application as they apply to your particular situation in Taunton will be appreciated. Of course, your input in staff selection will also be critical for the success of this program.

I will call you early next week to set up a time when we might meet on these matters.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

RKH:ss

APPENDIX G

Federal Grant Proposal

64-76

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

FORM APPROVED
O.M.B. NO. 51-R0303

PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

1. STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)

STATE CODE (A)	STATE PROJECT NUMBER (B)	SEA CLASS (C)	DATE APPROVED (D) Month	Day	Year	AMOUNT APPROVED (E)	ALLOCATED FROM FEDERAL FY (F)
A						$	19____

2. MAINTENANCE OF FISCAL EFFORT

SECOND PRECEDING FISCAL YEAR (A)	FIRST PRECEDING FISCAL YEAR (B)
$	$

3. APPLICANT AGENCY

BC

(a) NAME OF ADMINISTRATOR (Last, first, middle initial): Hartman, Robert K.

(b) NAME OF AGENCY: R.E.A.D.S., Inc. (A 19 town educational collaborative

(c) NUMBER AND STREET: Lakeville Hospital

(d) CITY	(e) STATE	(f) ZIP CODE
Lakeville	MA.	02346

(g) COUNTY: Plymouth

TELEPHONE	(h) AREA CODE	(i) NUMBER	(j) EXTENSION
	617	947-3634	

(k) CONGRESSIONAL DISTRICT NUMBER →

4. PROJECT DIRECTOR

(a) NAME OF DIRECTOR (Last, first, middle initial): Hartman, Robert K.

(b) NAME OF SCHOOL OR BUSINESS: R.E.A.D.S., Inc.

(c) NUMBER AND STREET: Lakeville Hospital

(d) CITY	(e) STATE	(f) ZIP CODE
Lakeville	MA.	02346

(g) COUNTY: Plymouth

TELEPHONE	(h) AREA CODE	(i) NUMBER	(j) EXTENSION
	617	947-3634	

5. PROJECT DURATION

	Month	Day	Year
(a) FROM	8	01	75
(b) TO	6	30	7

D 6. TITLE OF PROJECT (Limit to 50 characters, including punctuation and spaces)
Southeast Regional Program for Hearing Impaired Students

E

7. LEGISLATIVE FUNDING AUTHORITY	CHECK ONE
(a) P.L. 89-313	X
(b) PART B, EHA	
(c) PART C, EHA - D-B	
(d) PART C, EHA - ECE	
(e) PART G, EHA	
(f) OTHER (Specify)	

8. OTHER FUNDING SOURCES	
(a) Local	$
(b) State	
(c) Other Federal title (Specify)	
(1)	
(2)	
(3)	
(d) Other	
(e) TOTAL	$

9. TYPE OF FORM	CHECK ONE
(a) Application	X
(b) Application Amendment	
(c) Report	
(d) Report Amendment	

F 10.(a) SIGNATURE OF AUTHORIZED OFFICIAL: Robt K Hartman

(b) DATE: 7/3/75

11. OE USE ONLY	
School District Code	
Vendor Code	

OE FORM 9025, 1/72 REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

12. PROJECT EXPENDITURES

(APPLICATION - Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)

A. BY EXPENDITURE ACCOUNTS (See OE Handbook II)	SALARIES (a)	CONTRACTED SERVICES & OTHER EXPENDITURES (b)	TOTAL AMOUNT (c)	B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING	AMOUNTS (d)
ABCD (1) Administration (100)		$ 7,305	$ 7,305	(1) Trainable Mentally Retarded	$
(2) Instruction (200)	53,300	4,250	57,550	(2) Educable Mentally Retarded	
(3) Attendance Services (300)				(3) Learning Disabled	
(4) Health Services (400)		1,000	1,000	(4) Emotionally Disturbed	
(5) Pupil Transportation (50C)				(5) Other Health Impaired	
(6) Operation of Plant (600)		9,500	9,500	(6) Crippled	
(7) Maintenance of Plant (700)				(7) Visually Handicapped	
(8) Fixed Charges (800)				(8) Deaf-blind	
(9) Food Services (900)				(9) Deaf	80,355
(10) Student Body Activities (1000)				(10) Hard of Hearing	
(11) Community Services (1100)				(11) Speech Impaired	
(12) SUB-TOTAL (100 thru 1100)	$ 53,300	$ 22,055	$ 75,355	(12) TOTAL HANDICAPPED	$ 80,355
(13) Sites (1210)				C. BY SPECIAL CATEGORIES	
(14) Buildings (1220A and B)				(1) Preschool Project Activities	$ 31,515
(15) Remodeling (1220C)				(2) Voc-ed Project Activities	
(16) Equipment for Instruction (1230C)			5,000	(3) Inner City Project Activities	
(17) Other Equipment (1230 except C)				(4) Minority Group Project Activities	
(18) CAPITAL OUTLAY (1200 series) SUBTOTAL			$ 5,000	(5) Inservice Training of Staff	3,000
(19) GRAND TOTAL (Sum of both sub-totals)			$ 80,355	(6) Parent Services	

13. PROJECT PARTICIPANTS

A. CHILDREN RECEIVING SERVICES

	TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED							TOTAL SCHOOL DAYS
		0-2 YEARS (a)	3-5 YEARS (b)	6-9 YEARS (c)	10-12 YEARS (d)	13-18 YEARS (e)	19 AND OVER (f)	TOTAL (g)	(h)
A	(1) Trainable Mentally Retarded								
B	(2) Educable Mentally Retarded								
C	(3) Learning Disabled								
D	(4) Emotionally Disturbed								
E	(5) Other Health Impaired								
F	(6) Crippled								
G	(7) Visually Handicapped								
H	(8) Deaf-blind								
I	(9) Deaf		15-20			15-20		30-40	5400/7200
J	(10) Hard of Hearing								
K	(11) Speech Impaired								
L	(12) TOTAL		15-20			15-20		30-40	5400/7200

B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL PAID				MAN WEEKS PURCHASED
	TEACHERS (i)	TEACH. AIDES (j)	OTHER PERS. (k)	TOTAL PERS. (l)	(m)
A					
B					
C					
D					
E				9	
F					
G					
H					
I	3	1			162
J					
K					
L	3	1			162

C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL TRAINED				CLOCK HOURS PROVIDED
	TEACHERS (n)	TEACH. AIDES (o)	OTHER PERS. (p)	TOTAL PERS. (q)	(r)
A					
B					
C					
D					
E					
F					
G					
H					
I	50	10	50	110	300
J					
K					
L	50	10	50	110	300

D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA

	NUMBER (s)
(1) From inner city areas	
(2) From other urban areas (over 50,000)	
(3) From rural areas (under 2,500)	
(4) From other demographic areas (From 2,500 to 50,000)	
(5) TOTAL (Lines D. (1)-(4))	

E. MISCELLANEOUS INFORMATION

	(t)		(u)
(1) Children participating in preschool activity in this project		(6) Number of American Indian children involved in this project	
(2) Students participating in voc-ed activity in this project		(7) Number of Negro children involved in this project	
(3) Multihandicapped children for whom components of this project were especially designed		(8) Number of Oriental children involved in this project	
(4) Children enrolled in nonpublic schools		(9) Number of Spanish surnamed children involved in this project	
(5) Additional children receiving only incidental services (not previously reported in this form)		(10) Number of parents receiving direct services through project funds	
		(11) Number of non-paid volunteers participating in this project	

14. ABSTRACT *(Limit to the number of lines and space provided)*

A B C D E

OBJECTIVES

It is the purpose of this project to develop and staff quality program for preschool and high school hearing impaired students. Specific objectives are listed in Part II, Section B.

F G H I J K L

ACTIVITIES

It is the purpose of this project to initiate a full range of instructional activities along with student and parent counseling, in-service programs for regular teachers, and the development of programs for parents. (Please see Part II, Section B)

M N O P Q

EVALUATIONS

Pre- and post-testing will be initiated in the area of achievement and language development. In addition, surveys will be developed to determine parent, student, and teacher satisfaction with the program. The cost effectiveness of this regional program will also be addressed. (Please see Part II, Section B)

R

DESCRIPTORS *(Enter the number only of terms selected from ASIS Retrieval Terms Directory. See Instructions)*

NUMBER

GSA DC 72-8497

PART II, SECTION A

1. Gaps or Weaknesses

At the present time there is no public high school program for hearing impaired students in the Southeast Massachusetts Region. In addition, there is no existing preschool program for hearing impaired children in the central part of the Southeast Region.

According to the Master Plan developed by the Advisory Council for the Deaf in the State of Massachusetts, programs should be developed on a regional basis through a regional collaborative to serve hearing impaired children of a large geographic area. No programs currently exist of that nature at the levels above mentioned.

2. Elimination of Gaps or Weaknesses

The development of a collaborative venture for hearing impaired students at the high school and preschool levels enables R.E.A.D.S. to take a first step in helping implement the Advisory Council's Master Plan. Existing programs at the elementary level will serve as feeder programs to the regional high school program at Taunton High School. The preschool program will make available to the young children of the center of the Southeast Region a program which is in reasonable driving distance of their homes.

3. Coordination

The Director of the R.E.A.D.S. collaborative program for the hearing impaired will work in concert with the Directors of other regional programs for the hearing impaired. Mechanisms have been started that will provide for coordination from the Southeast Regional Office of the State Department of Education. The Executive Director of R.E.A.D.S. will work in close harmony with the Coordinator of Deaf Services for the region, and will establish a working relationship with the existing programs.

4. Dissemination

The school personnel and parents of the Southeast Region will be made aware of the availability of this program through mailings, personal visits, talks to groups, etc. A brochure will be prepared describing the program.

PART II, SECTION B

1. OBJECTIVES

1. To create, via a legally established non-profit educational collaborative, programs at the pre-school and secondary levels for deaf and hard of hearing children.

2. To administer, via a legally established non-profit educational collaborative, programs at the pre-school and secondary levels for deaf and hard of hearing children.

3. To develop and create a network of delivery systems, functioning under the leadership of the R.E.A.D.S. educational collaborative, a series of programs, total in scope, articulated over the next three (3) years.

4. To provide "in-service" programs for the existent teaching staff with particular emphasis on the housing communities to sensitize them as to the teaching dynamic and demands of deaf and hard of hearing children.

5. To provide a continuing program of "in-service" training and supportive counseling for parents of deaf and hard of hearing children.

6. To employ on a consulting basis, regional - state - nationally recognized authorities in the area of deaf and hard of hearing education.

7. To employ in all facets of the instructional modality fully certified or trained teachers and counselors for deaf and hard of hearing children.

8. To house both programs and any additional components within a ten (10) mile radius of the Southeast Regional Office of the State Department of Education - with ease of accessability via major state highways.

9. To design a program at the secondary level which will allow for maximum integration (mainstreaming) with all requisite ancillary services, within a new comprehensive secondary school.

10. To design a pre-school program within a functional primary building, with integration potentials.

11. To provide all requisite equipment and instructional devices (e.g. amplification - audio - visual) to maximize the learning potential of the client population.

PART II, SECTION B

2. PUPILS

Students will be selected for this program by the Core Evaluation Teams of the school systems of Southeastern Massachusetts. The program will be open to all children of the appropriate age range who might benefit from the program.

Guidelines will be prepared to help the local Core Evaluation Team appropriately determine the value of this program to their specific students. The professional staff related to the project will assist the Core Evaluation Team in selection of candidates to be enrolled in these programs.

Criteria for admission will be multi-dimensional. Functional level will be emphasized over simple audiometric criteria. Estimates of non-verbal intelligence, academic achievement level, social adjustment, etc. will be made in order to assure that the student can successfully compete.

It is estimated that this program will serve approximately 15 students at both levels, high school and preschool. If the numbers exceed this, then additional staffing may be required.

PART II, SECTION B

3. ACTIVITIES

1. Instructing the deaf and hard of hearing children in the development of language and communication skills.

2. Developing individualized instructional prescriptions which take into account the strengths, deficits, and learning style of each student participant.

3. Fostering the development of social skills through optimal integration with their hearing peers.

4. Providing vocational direction and guidance via specialized testing and counseling.

5. Encouraging mature emotional development geared to the individual needs of the specific client population.

6. Participating in and with parents in dialogues to report student progress.

7. Developing acceptable vocational activities to enhance the post-secondary learning and employment potentials of the students.

8. Conducting in-service programs for teachers, particularly in the housing communities, to alert the teachers of hearing students as to the strengths and weaknesses of the deaf and hard of hearing population.

9. Modifying curriculum materials for inclusion within the programs at both levels of the program.

0. Coordinating activities between school, home, and community to maintain a high degree of articulation between housing school and district of responsibility.

4. EVALUATION

1. Pre-post testing - using the Gallaudet revision of the Stanford Achievement Battery.
2. Pre-post testing - using the Rhode Island check list of language skills.
3. Survey of parental program satisfaction.
4. Survey of student program satisfaction.
5. Survey of administrators', teachers', and specialists' program acceptance.
6. Comparison of cost effectiveness between R.E.A.D.S. and other comparable programs.
7. Assessment of progressive degree of integration (by regulatory prototype) at the beginning and end of the school year.

5. JUSTIFICATION

The capital outlay in this project includes $2,000 for instructional materials and $3,000 for an audio loop system.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN, UNDER P.L. 89-313, AMENDMENT TO TITLE I; AND PART B, EHA

APPLICATION, AMENDMENT, AND REPORT

FORM APPROVED
O.M.B. NO. 51-R0803

STATE

STATE PROJECT NUMBER

PART II - PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT

SECTION A - RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM

1. **Gaps or Weaknesses.** Indicate the major gaps or weaknesses in your overall special education program.

2. **Elimination of Gaps or Weaknesses.** Explain how this project will help to eliminate or ameliorate these gaps or weaknesses.

3. **Coordination.** Identify all agencies which have been consulted concerning the coordination of services provided under their programs with services to be provided under this project. Describe any special arrangements that have been made to coordinate the services to be provided by those agencies with the services proposed under this project.

4. **Dissemination.** Describe methods by which information concerning this project will be disseminated.

SECTION B - DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION

Each objective listed in this section of the application should be specific enough to indicate the type of activity needed to achieve it. A long range program may have GENERAL objectives in broad categories, such as Remedial Instruction, Reading, Health, and Recreation, Social and Cultural Development, Vocational Training, Food Services, and others, however, a Federal project must have SPECIFIC objectives which are attainable through educational activities and by providing necessary services to designated children.

1. **Statement of each major project objective.**

2. **Designation of pupils to whom the objective is applicable.**

   a. Criteria to be used in selecting children to participate.

   b. Number of children.

3. **Description of activities to accomplish this objective.** Include staff assignments to accomplish activities, number of children in each activity, school facilities, equipment, and materials to be used, specific resources, methods and procedures to be employed in carrying out activity, and special arrangements for participation of parents and inservice training of staff.

4. **Criteria for Evaluation.** Specific evaulation procedures, which are appropriate to the services to be provided and consistent with this objective. *(Describe the pre, during, and post evaluation methods and instruments to be used, and identify the personnel and other resources to be employed in the evaluation of your project.)*

5. **Justification.** Give justification for any capital outlay *(construction or equipment)* included in the project budget.

SECTION C - STATEMENT OF ASSURANCES

1. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make a project report within 30 days after termination of the project or, in the case of a multi-year project, within 30 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the State educational agency *(in the case of Public Law 89-313, through the supervising State agency to the State educational agency)*, in such form and containing such information, as may be necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check *(1)* or *(2)*, not both:

(1) ☐ The Assurance of Compliance *(Form HEW 441)* previously filed with the U.S. Office of Education applies to this application.

(2) ☒ The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education *(including modifications filed on Form HEW 441B)*, and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department *(45 CPR 80.3)*.

d. The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

e. In the case of construction required for the operation of the project--

(1) The applicant will, prior to starting the construction or letting any bids, submit to the State educational agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fiscal year.

(Continued on reverse.)

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor, and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it received Federal assistance under Part B, EHA.

(4) All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except where one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

NOTE: THE FOLLOWING ITEMS (f, g, and h) APPLY TO PART B, EHA PROJECTS ONLY.

f. In the case of local education agencies, the applicant assures that:

(1) This program or project has been developed in coordination with other public and nonpublic programs for the education of handicapped children, or for similar purposes in the areas served by the local education agency, and

(2) It will, in the conduct of this program or project, coordinate its activities under the State plan with such other programs.

g. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in nonpublic elementary and secondary schools, provision has been made for participation by such children in programs and projects.

h. Activities and services funded under Part B, EHA are provided for handicapped children other than (1) those in schools operated by a State agency which is directly responsible for providing their free public education, and (2) those handicapped children who are in other schools for whom a State agency is directly responsible.

CERTIFICATION

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me, as its representative, to give the above assurances and to file this application.

TYPED NAME OF AUTHORIZED REPRESENTATIVE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Robert K. Hartman	Robert K Hartman	7/3/75

PART II – PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT *(Continued)*	STATE	STATE PROJECT NUMBER
	MA.	

SECTION D – COOPERATIVE AGENCY AGREEMENT

Each of the undersigned certifies that, to the best of his knowledge, the information contained in the application is correct and complete, that the agency which he represents has authorized him to file this application. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Federal funds.

1. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

A. LEGAL NAME OF AGENCY *(State or local)*	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
R.E.A.D.S., Inc. (a 19 town public school collaborative)	Robert K. Hartman, Ph.D., Executive Director
C. ADDRESS *(Number, street, city or town)*	**D. SIGNATURE**
Lakeville Hospital, Lakeville	Robert K. Hartman

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	
Ma.	02346	617	947-3634		7/3/75

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
30-40	89-313	$	$

2. CERTIFICATION OF COOPERATING AGENCIES

(1) A. LEGAL NAME OF AGENCY *(State or local)*	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS *(Number, street, city or town)*	**D. SIGNATURE**

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

(2) A. LEGAL NAME OF AGENCY *(State or local)*	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS *(Number, street, city or town)*	**D. SIGNATURE**

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

(3) A. LEGAL NAME OF AGENCY *(State or local)*	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS *(Number, street, city or town)*	**D. SIGNATURE**

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

APPENDIX H

Notification of Federal Grant Award

77

The Commonwealth of Massachusetts

Department of Education

182 Tremont Street

Boston, 02111

NOTICE OF PROJECT APPROVAL

Public Law 89-313, Title I, ESEA

SCHOOL A 10 from Special Ed. P.E.A.D.S. collaborative. PROJECT NUMBER ED-MA-76-47

PROJECT NAME Collaborative for Deaf TOTAL AMOUNT APPROVED 80,355

Robert K. Hartman
P.E.A.D.S.
Lakeville Hospital
Lakeville, MA 02346

Dear

The Project identified above is approved for operation and payment in the total amount indicated. Initial payment of $ 20,000 has been authorized and forwarded by the Treasurer of the Commonwealth.

Accompanying FORM 2-313 shows status of your Title I Account. Please complete and return this form thirty (30) days prior to need for next payment.

Funds to be spent as outlined in the grant application.

Sincerely,

Michael V. Moriarty, Director
Bureau of Special Education Intervention

Effective Date 9/1/75

Terry Bradford, Director
Bureau of Management

M/B/x
Enclosures

N.B. This approval is contingent upon receipt of Federal Funds

APPENDIX I

Staff Job Descriptions

78-81

R.E.A.D.S., Inc.
(An Educational Collaborative)

POSITION DESCRIPTION: COORDINATOR OF SECONDARY HEARING-IMPAIRED PROGRAM

Primary purpose of position: To direct, coordinate, and supervise all services for hearing impaired children at the secondary level.

Major responsibilities: (He or she shall...)

1. Be responsible to the Director of Pupil Personnel Services/Executive Director, R.E.A.D.S., Inc., for the supervision and direction of instruction and materials at the secondary level.

2. Be instrumental in inaugurating, developing, and evaluating innovative programs for hearing impaired children and for seeing to it that curriculum changes adopted by the Board of Directors are carried out.

3. Be directly responsible for the planning and execution of the hearing impaired program including training and supervision of the aides, teachers, and specialist personnel.

4. Be available to administrators and teaching personnel for suggestions and assistance in planning and developing a comprehensive program of support for these children.

5. Be responsible for coordinating individual pupil diagnosis and shall make whatever recommendations are indicated thereby.

6. Be responsible for the recommendation and the preparation of applications for federal funds and programs which affect hearing impaired children.

7. Be prepared to present his views or that of his personnel at staff meetings or as otherwise requested.

8. Perform such other duties as may from time to time be assigned or approved by the Director of Pupil Personnel Services or the Executive Director of R.E.A.D.S., Inc.

In carrying out these responsibilities, he or she shall...

1. Be available for school visitations and consultations with teachers, principals, and other administrative staff.

R.E.A.D.S., Inc.
(An Educational Collaborative)

POSITION DESCRIPTION: COORDINATOR OF SECONDARY HEARING-IMPAIRED PROGRAM (Continued)

2. Help adjust a secondary program to the maturity, needs, and development of the pupils.

3. Be responsible for the selection of pupils for supportive remedial instruction.

4. Supervise and evaluate the personnel under his jurisdiction.

5. Help parents understand and appreciate the Hearing Impaired Program and changes in said Program as they emerge.

Organizational relationships: (He or she shall...)

1. Be responsible directly to the Director of Pupil Personnel Services/Executive Director, R.E.A.D.S., Inc.

2. Work cooperatively with teachers, principals, and other staff members.

3. Supervise the work of personnel as assigned.

Qualifications (preparation, experience, competencies, and personal attributes):

1. Master's Degree from an institution approved by the State Board of Education.

2. Certification or eligibility for certification as a teacher of the deaf and hearing impaired.

3. Two (2) years successful teaching experience in the field of deaf education and at least two (2) years successful supervisory experience in the field of deaf education.

July 7, 1975

R.E.A.D.S., Inc.
(An Educational Collaborative)

POSITION DESCRIPTION: RESOURCE TEACHER: HEARING IMPAIRED/DEAF STUDENTS
(school year position)

Primary purpose of position: To teach hearing impaired/deaf students in all basic tool subjects and to act as a resource person and/or tutor in specific areas.

Major responsibilities: (He or she shall...)

1. Be aware of procedures which have been established for the health, safety, and security of students.

2. Possess an in-depth understanding of the physical, social, intellectual, and emotional characteristics of the age group of the students in his or her classroom.

3. Assist students to establish goals for their own learning in the areas of instruction that he/she as the specialist teacher is responsible.

4. Encourage students to develop efficient and effective ways of learning.

5. Help students to grow in their understanding and appreciation of communication skills.

6. Work with students to select and use appropriate learning materials, aids, and resources.

7. Establish and maintain a stimulating, attractive environment for learning, using varied techniques, and the grouping of students as appropriate.

8. Help students grow in their ability to work with others in classroom and school situations.

9. Counsel and advise students as they face the normal problems of the classroom and school and be perceptive in knowing when to refer students to others when the problems are beyond his/her own level of professional competence.

10. Assist students to evaluate their work and to grow and learn in a positive manner as a result of the evaluation process.

R.E.A.D.S., Inc.
(An Educational Collaborative)

POSITION DESCRIPTION: RESOURCE TEACHER: HEARING IMPAIRED/DEAF STUDENTS (continued)

11. Develop and maintain effective communication with parents of students in order to help them gain a meaningful understanding of the progress and promise of their sons and daughters.

Organizational relationships: (He or she shall...)

1. Be responsible to Director of Pupil Personnel Services of housing district or Executive Director, R.E.A.D.S., Inc.

2. Work cooperatively with other teachers and supervisors who have different instructional responsibilities for his or her students.

3. Supervise the work of any instructional aides, or student teachers as assigned.

Qualifications:

1. Teaching certificate from the State Board of Education in the area of Hearing Impairment or Deaf Education.

2. Ability to communicate effectively with age group of choice.

July 7, 1975

APPENDIX J

Staff Professional Vitae

82-83

Professional Vita

Program Coordinator: Hearing Impaired

Name

Robert W. Parsons

Education

B.A.	LeMoyne College, 1959 Classics
Ed.M.	University of Buffalo, 1961 Education of the Deaf

Experience

1960-61	Mystic Oral School for the Deaf: Teacher of Reading and Speech in Upper School
1961-66	New York State School for the Deaf (Rome): Teacher at the Intermediate Level
1966-73	Crotched Mountain School (Greenfield, N.H.): Program Administrator for Multiply Handicapped Hearing Impaired Students
1973-74	Rhode Island School for the Deaf: Teacher of High School English
1974-75	The Learning Center (Framingham, Ma.): Consultant for Language Development

Professional Vita

Resource Room Teacher: Hearing Impaired

Name

Kathleen Vesey-Roth

Education

B.A.	Regis College, 1971 History
M.A.	Gallaudet College, 1975 Counseling the Deaf

Experience

1970-71	Boston School for the Deaf: Teacher in Experimental Total Communication Program
1971-72	Massachusetts Rehabilitation Commission (Boston, Ma.): Instructor in Total Communication Skills
1972	Speech and Hearing Foundation of Massachusetts: Driver Education Instructor
1971-73	Little People School (Newton, Ma.): Teacher for Pre-School Deaf and Aphasic Children
1974 Spring	Maryland Rehabilitation Commission (Bladensburg, Md.): Practicum Counselor
Summer	Massachusetts Rehabilitation Commission (Boston, Ma.): Secretary-interpreter in Deaf Services Office

APPENDIX K

Notification of Program Availability

84-85

R. E. A. D. S.
Regional Educational Assessment & Diagnostic Services, Inc.
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346
(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

MEMORANDUM

TO: Superintendents and Special Needs Administrators of The Southeast Region

FROM: Dr. Robert Hartman

RE: New Programs for Hearing Impaired Students

At the request of the State Department of Education, the R.E.A.D.S. collaborative is developing programs for hearing impaired students in the Southeast Region. As of September, 1975, we will be sponsoring a program for high school age hearing impaired students which will be housed in the new Taunton High School. In addition, we will be sponsoring a preschool program for hearing impaired students which will be housed in the Middleboro Public Schools.

These programs will be fully supported by grant monies during the first year of operation. No tuition will be charged. However, it will be the responsibility of the sending school district to provide transportation and supportive services (Core Evaluation, Home Visit Personnel, etc.).

After the initial year of operation, the program will be sustained through tuition charges to the districts sending students to the program.

If you have a student or students that might benefit from such a program, please notify me by letter. All supporting materials (such as medical evaluations, psychological evaluations, educational histories, audiological examinations, etc.) should be forwarded to my office by August 13, 1975.

107

NEW PROGRAM FOR CHILDREN WITH IMPAIRED HEARING

D:L 9-75

A NEW PROGRAM FOR HEARING IMPAIRED CHILDREN HAS BEEN ESTABLISHED FOR THE SOUTHEASTERN REGION.

PROGRAM OFFERINGS ARE AVAILABLE AT THE PRE-SCHOOL AND SECONDARY LEVELS.

ONLY COSTS THIS YEAR ARE TRANSPORTATION.

THIS PROGRAM IS SUPPORTED BY FEDERAL FUNDS. (PL 89 - 313 EDUCATION OF THE HANDICAPPED)

PLACEMENTS ARE AVAILABLE.

FOR FURTHER INFORMATION CONTACT:

BOB HARTMAN	R.E.A.D.S	947-3634
HERB DREW	MIDDLEBOROUGH	947-4648
ED LYNCH	TAUNTON	824-6601
	OR	
BEN CHARLAND	SOUTHEAST REGIONAL OFFICE	947-3240

APPENDIX L

Aerial View of Taunton High School

86

APPENDIX M

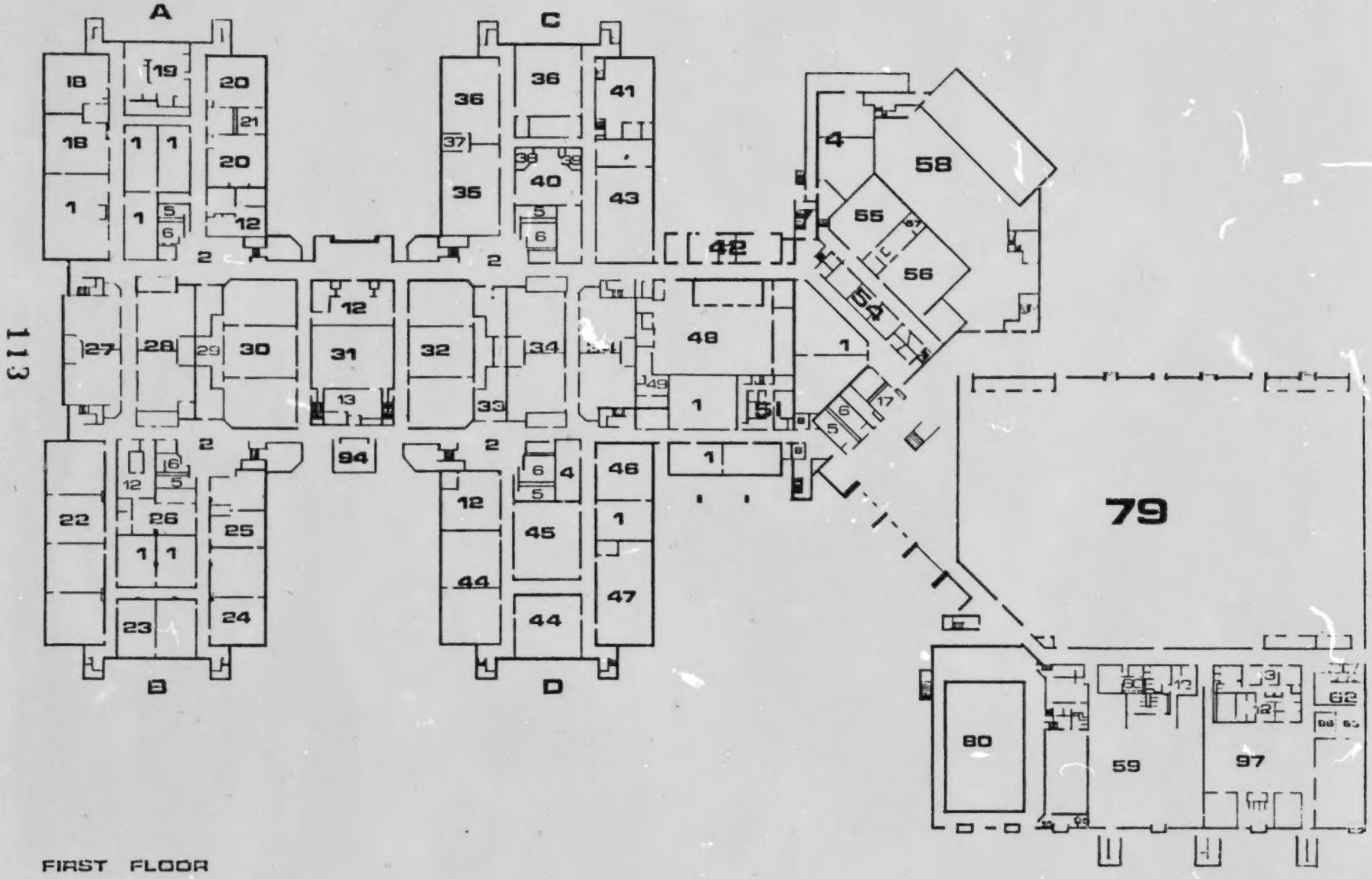
Internal Layout of Taunton High School

87-90

TAUNTON HIGH SCHOOL

TAUNTON, MASSACHUSETTS

JOHN D. LATIMER & ASSOCIATES, INC.
ARCHITECTS ENGINEERS & PLANNERS
TAUNTON, MASSACHUSETTS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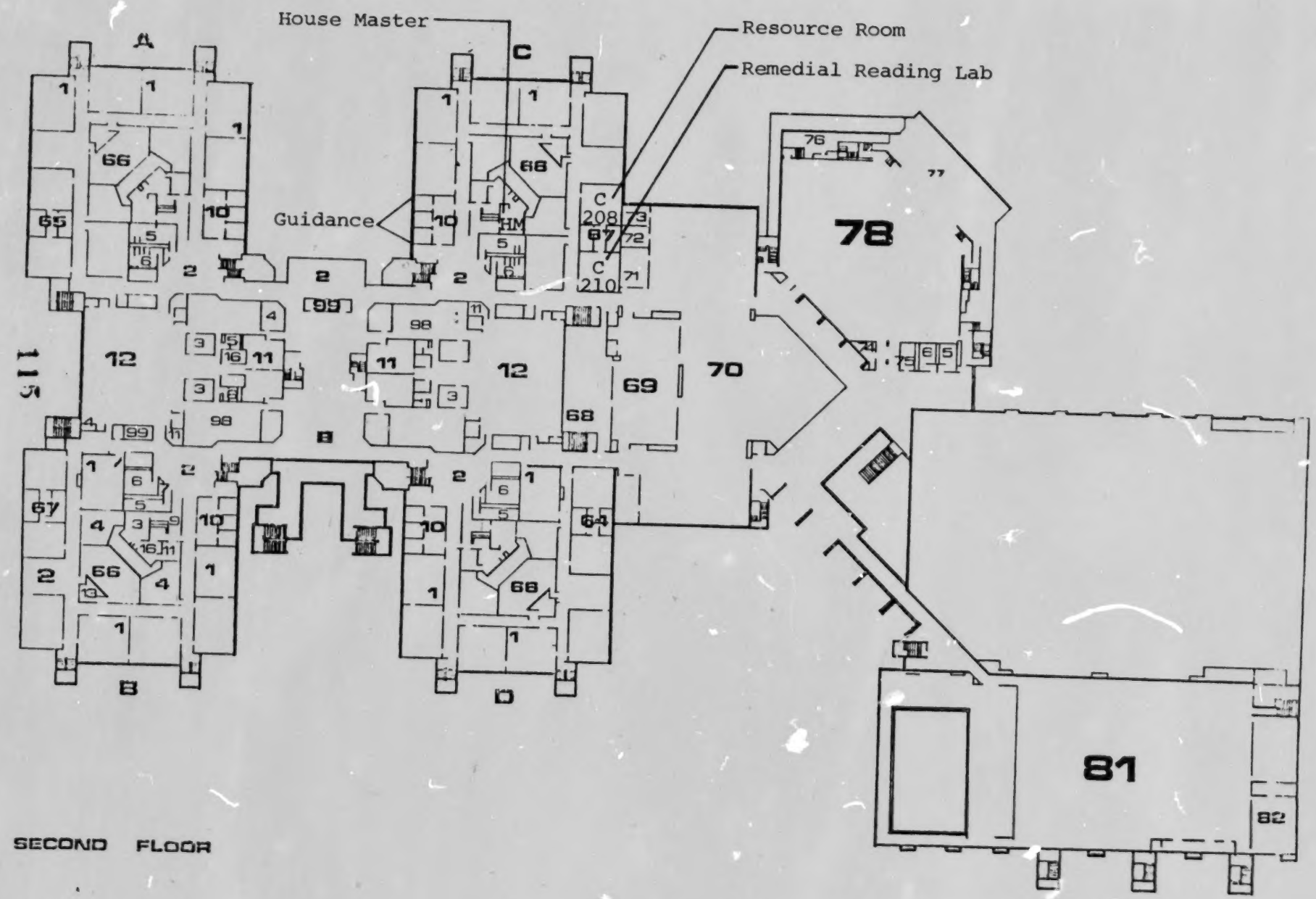
FIRST FLOOR

MASTER LEGEND

1. Classroom
2. Lobby
3. Office
4. Storage
5. Men
6. Women
7. Janitor
8. Elevator
9. Reception
10. Guidance
11. Conference
12. Resource
13. Projection
14. Library
15. Darkroom
16. Workroom
17. Snack Bar
18. Clothing
19. Home Lab
20. Food Lab
21. Planning
22. Typing
23. Bookkeeping
24. Transcription
25. Distributive Ed.
26. Office Practice
27. Earth Science
28. Physics Lab
29. Preparation
30. Chemistry
31. Planetarium
32. Gen. Science
33. Adv. Projects
34. Biology
35. Gen. Shop
36. Wood Shop
37. Paint Shop
38. Radio Station
39. Radio Shack
40. Electronics Lab
41. Mechanics
42. Receiving
43. Metal Shop
44. Mechanical Drawing
45. Computor
46. Driver Ed.
47. Graphic Arts
48. Kitchen
49. Kitchen Lounge
50. Eye Exam
51. First Aid
52. Isolation
53. Exam
54. Practice
55. Choral
56. Instruments
57. Repair
58. Mechanical
59. Womens' Locker
60. Locker
61. Trainer
62. Team
63. Shower
64. Developmental
65. Remedial
66. Group Instruction
67. Special Ed.
68. Faculty Dining
69. Serving
70. Student Dining
71. Dishwashing
72. Newspaper
73. Activities
74. Tickets
75. Coats
76. Side Stage
77. Stage
78. Auditorium
79. Field House
80. Pool
81. Gym
82. Corrective Gym
83. Seminar
84. Study Area
85. Upper Group Instruction
86. Control Room
87. TV Studio
88. A-V Room
89. Listening
90. A-V Library
91. Vault
92. Art
93. Sound Room
94. Plant Room
95. Whirlpool
96. Equipment
97. Mens' Locker
98. Library Study Area
99. Electrical


House Master
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Remedial Reading Lab
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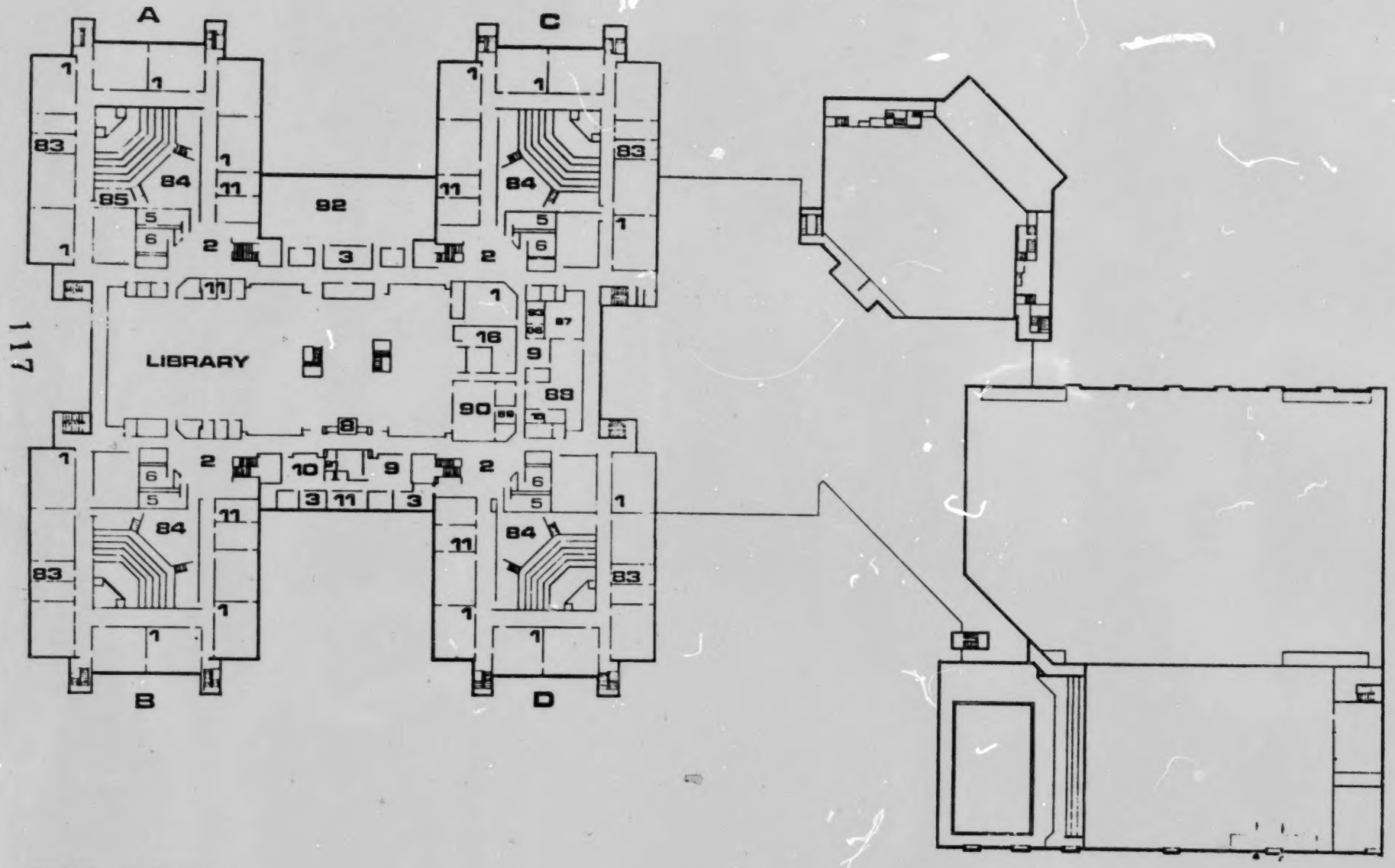
SECOND FLOOR

MASTER LEGEND

1. Classroom
2. Lobby
3. Office
4. Storage
5. Men
6. Women
7. Janitor
8. Elevator
9. Reception
10. Guidance
11. Conference
12. Resource
13. Projection
14. Library
15. Darkroom
16. Workroom
17. Snack Bar
18. Clothing
19. Home Lab
20. Food Lab
21. Planning
22. Typing
23. Bookkeeping
24. Transcription
25. Distributive Ed.
26. Office Practice
27. Earth Science
28. Physics Lab
29. Preparation
30. Chemistry
31. Planetarium
32. Gen. Science
33. Adv. Projects
34. Biology
35. Gen. Shop
36. Wood Shop
37. Paint Shop
38. Radio Station
39. Radio Shack
40. Electronics Lab
41. Mechanics
42. Receiving
43. Metal Shop
44. Mechanical Drawing
45. Computor
46. Driver Ed.
47. Graphic Arts
48. Kitchen
49. Kitchen Lounge
50. Eye Exam
51. First Aid
52. Isolation
53. Exam
54. Practice
55. Choral
56. Instruments
57. Repair
58. Mechanical
59. Womens' Locker
60. Locker
61. Trainer
62. Team
63. Shower
64. Developmental
65. Remedial
66. Group Instruction
67. Special Ed.
68. Faculty Dining
69. Serving
70. Student Dining
71. Dishwashing
72. Newspaper
73. Activities
74. Tickets
75. Coats
76. Side Stage
77. Stage
78. Auditorium
79. Field House
80. Pool
81. Gym
82. Corrective Gym
83. Seminar
84. Study Area
85. Upper Group Instruction
86. Control Room
87. TV Studio
88. A-V Room
89. Listening
90. A-V Library
91. Vault
92. Art
93. Sound Room
94. Plant Room
95. Whirlpool
96. Equipment
97. Mens' Locker
98. Library Study Area
99. Electrical



THIRD FLOOR

MASTER LEGEND

1. Classroom
2. Lobby
3. Office
4. Storage
5. Men
6. Women
7. Janitor
8. Elevator
9. Reception
10. Guidance
11. Conference
12. Resource
13. Projection
14. Library
15. Darkroom
16. Workroom
17. Snack Bar
18. Clothing
19. Home Lab
20. Food Lab
21. Planning
22. Typing
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89. Listening
90. A-V Library
91. Vault
92. Art
93. Sound Room
94. Plant Room
95. Whirlpool
96. Equipment
97. Mens' Locker
98. Library Study Area
99. Electrical

MASTER PLAN

APPENDIX N

Request to Design Survey Instrument

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R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

September 12, 1975

Mr. Edward Lynch, Director
Pupil Personnel Services
Taunton Public Schools
Taunton, Mass. 02780

Dear Ed:

In consideration of the design and conduct of a survey of the Southeast region for hearing impaired children:

The mandate to R.E.A.D.S. to pilot the program this year and to offer program recommendations and remedies for the future indicate that we should, as both you and Herb said, validate the data alledged in both studies.

Would you kindly work with Herb in the design of the cover letter and survey instrument, extrapolating the data and in the development of the generalities that should be drawn from same.

I realize this is an added dimension to our program however, I am certain you can pull it off. Again, thanks for all past and future assistance.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

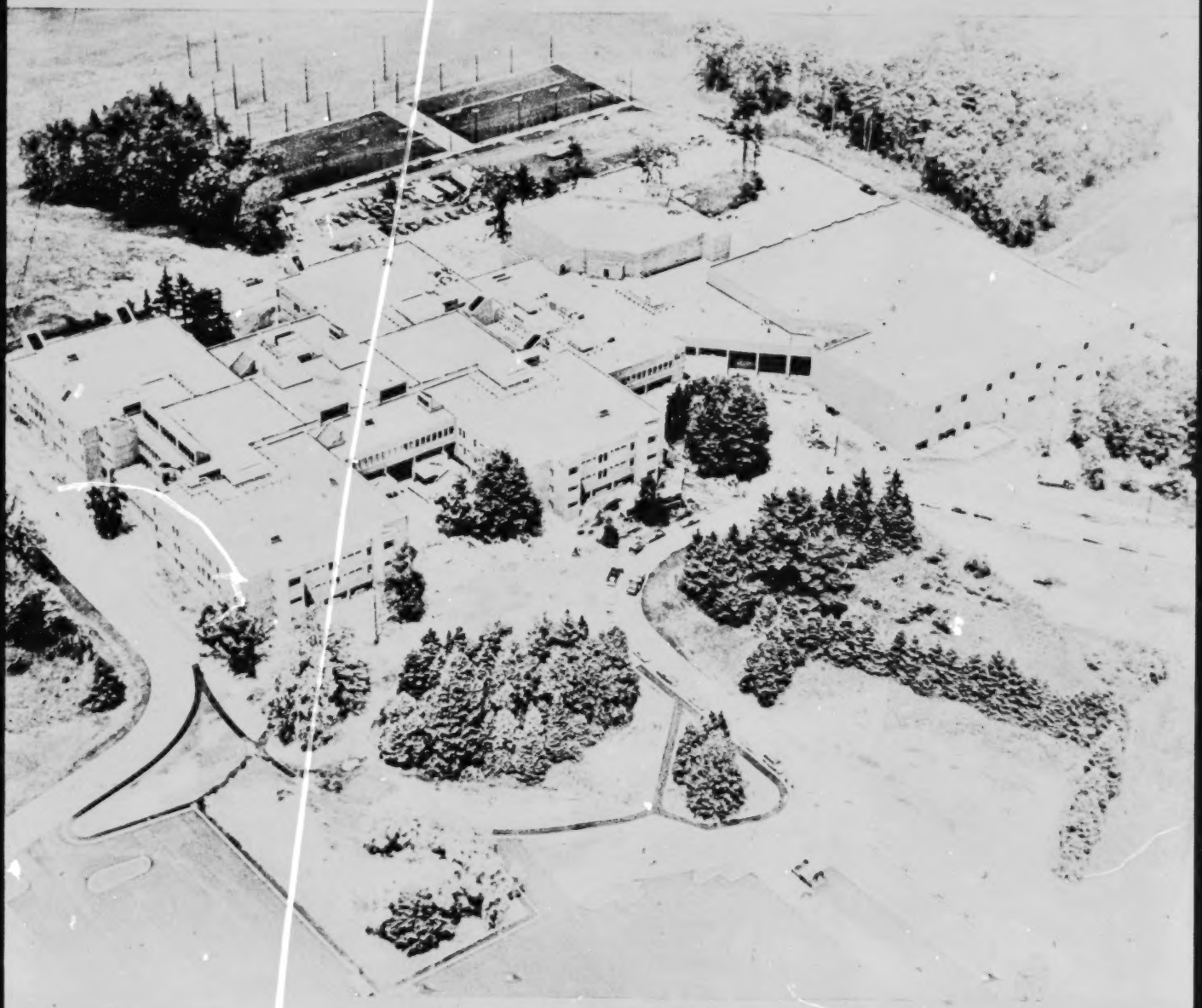
RKH/pt

APPENDIX O

Program of Studies, Taunton High School: 1975-76

92-13?

PROGRAM OF STUDIES



TAUNTON HIGH SCHOOL
TAUNTON, MASSACHUSETTS
1975-1976

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Message from the Headmaster

Welcome to Taunton High School! It is genuinely exciting for me and my staff to be entering this new building and I am sure each of you shares our enthusiasm. Years of planning have been necessary to make this school a reality for Taunton and each of us has a responsibility to utilize fully the facilities provided and to maintain them for the students to come. Yet, we must remember that a building is nothing more than the people using it and each of us has an obligation to work, to study and to enjoy our school. Through our combined efforts we shall make Taunton High School an outstanding and exciting place in which to learn.

Good luck to each of you,
PETER P. GEORGE
Headmaster

★

A special acknowledgment to the following · —

EDWARD F. ALEIXO, *Superintendent of Schools*
PATRICK A. SOCCORSO, *Assistant Superintendent of Schools*
LOUISE D. DIMOCK, *School Committeee, Chairlady*
HERBERT J. FERREIRA
MATTHEW E. KELLIHER
RONALD E. MARSDEN
GLADYS H. McISAAC
MARCUS A. RHODES, JR.
JANE C. SOUZA
PETER J. WASYLOW
HON. THEODORE J. ALEIXO, JR., *ex-officio*

★

Philosophy

Every student has the right to the knowledge, skill and development gained through instruction and training.

Cognizant that an understanding and appreciation of contributions made by past generations is the foundation upon which one builds for the present and prepares for the future, the faculty of Taunton High School is committed to inculcate in their students, not only an awareness of their heritage, but also a willingness to accept their responsibilities as productive members of a democratic society.

The faculty recognizes its obligation to challenge each individual to fulfill his potential by providing an educational climate conducive to the stimulation of his moral, social, and physical growth.

General Information

★ ★ ★

Before a student chooses a program of study he/she should have some idea of his/her plans after high school. The program should not be chosen until the student, the parents and the guidance department have worked together. Guidance services are available for all students attending or anticipating attending Taunton High School. The Guidance Department maintains a complete library of school and college catalogues, as well as occupational and financial aid information. These resources should aid the student in making practical plans for the future.

COURSE REQUIREMENTS

A minimum of four major courses and one 2½ credit minor course is required each year of all students.

Academic students should seriously consider selection of five major college preparatory courses each year in order to fulfill the minimal entrance requirements of most colleges: sixteen academic units including the following:

English	4 years
Foreign Language	2 years of the same language (3 or 4 for certain programs)
Mathematics	2 years (3 or 4 for certain programs)
Laboratory Science	1 year (2 or 3 for certain programs)
Social Studies	1 year

GRADUATION REQUIREMENTS

To enroll in Class II — 20 credits
To enroll in Class III — 40 credits
To enroll in Class IV — 60 credits
To graduate — 80 credits which must include:
- Four years of English
- One year of United States History
- Four years of Physical Education

Course Descriptions

ENGLISH DEPARTMENT COURSES

ACADEMIC ENGLISH

In the Academic English Course there are two levels to which students are assigned on the basis of teacher recommendation, past performance, and achievement.

Acadmeic English, grades 9-11, is designed for the student of above average ability who is planning to enter college or an institution of higher learning upon graduation from high school. It is a course which teaches the student to have self-discipline, to think, to reason, and to know himself.

Paramount in this course is crtiical analysis, both oral and written. It is expected that the student can reason on different levels of abstraction, use the inductive approach to study, and determine the role of form and content in articulating the theme of the work studied.

In grades 9 and 10 the student is exposed to literature in all its forms, and study in depth of each genre is begun. An individual reading program is stressed, and a sequential vocabulary program is begun. Opportunity is given to write creatively. Self-criticism and class criticism of individual writing samples is encouraged throughout the four years.

In grades 11 and 12 the literature of America and the literature of England respectively are studied in depth from their beginnings through the twentieth century.

Grammar, for the most part, is studied as an aspect of composition. Stressed is the effective use of words and sentences and the organization of paragraph and theme.

013 ENGLISH I ACADEMIC A
014 ENGLISH I ACADEMIC B

In grade nine the student reviews grammar and is exposed to literature in all its forms. An individual reading program is stressed and a sequential vocabulary program is started. Composition views the effective use of words and sentences, and the organization of paragraph and theme.

023 ENGLISH II ACADEMIC A
024 ENGLISH II ACADEMIC B

Grade ten students study in some depth the various types of literature. Creative writing is encouraged and a research paper is required.

033 ENGLISH III ACADEMIC A
034 ENGLISH III ACADEMIC B

In grade eleven emphasis is on major English and American writers. Self criticism and class criticism of individual writing samples is emphasized.

032 HONORS ENGLISH III

Prerequisite: B+ in English II with recommendation of teacher and coordinator

This course basically consists of an intensive study of English literature. Areas of major concern are the short story, the novel, the drama, the essay, and poetry. The various disciplines are approached from the viewpoint of the artistic content of the work studied, and an attempt to evaluate each work for its artistic content is made. The student is ex-

pected to analyze the literature in terms of its form and meaning using the inductive approach. Class discussion and written evaluation are the media of expression, with group work being assigned when and where it is appropriate. Composition, oral and written, is considered a major aspect of this course, and such concerns as grammar and structure, form and style, and vocabulary and spelling are stressed. Creative writing is encouraged and expected; critical and analytical papers of considerable length are assigned.

042 ENGLISH IV (Advanced Placement)

Prerequisite: Honors English III

This course will be open only to those students whose average for the junior year was B+ or better and who have the recommendation of their junior teacher and the coordinator. The successful completion of this course will assist the student in college acceptance, scholarship grants, and in advanced placement in his English program in college. End-of-year exams are administered in this class through the College Entrance Examination Board of Princeton, New Jersey. The student should anticipate this course to be an in-depth study of mechanical skills and literary techniques and an ability to successfully manipulate these concepts in both oral and written communications. It is the purpose of the department to make this course a vigorous, but rewarding opportunity for the dedicated student.

045-A STUDIES IN ENGLISH LITERATURE (1 Semester Course) (Academic)

This course is designed to prepare students for college level work, and as such, it is geared strictly to these college-bound students. English Literature is studied from its origins through the twentieth century, and the student is given the opportunity to work with the various types of literature within this context. Paramount in this course is critical analysis, oral and written, and it is expected that the students can reason in different levels of abstraction, use the inductive approach to study, and determine the role of form and content in articulating the theme of a work studied. Creative writing is encouraged, and grammar and style are studied as aspects of composition. Tragedy, Classical, Shakespearian, and modern, is studied as an aspect of the humanities. Consideration is given to vocabulary and spelling relevant to the literature studied and to what is found on standardized tests.

045-B STUDIES IN AMERICAN LITERATURE (1 Semester Course) (Academic)

It is the primary objective of this course to prepare students for college with emphasis placed on immediate preparation for college boards. American literature of all types: the novel, the short story, poetry, drama, the essay — from its beginnings through the twentieth century is studied and used as the basis for critical analysis, both written and oral. Whenever possible selections are correlated with time periods being studied in American history classes. Most students choose to study American history in their junior year. Students are encouraged and given opportunity to do creative writing. Emphasis is also placed on vocabulary growth and public speaking.

GENERAL ENGLISH

The purpose of the English course at all four grade levels is to prepare the student for life directly after high school, be it in the business world or in an institution of higher learning. Emphasis is placed on development of practical skills: letter writing, public speaking, application and resume preparation, mastery of applicable vocabulary, and correct usage.

015 ENGLISH I

Freshmen in this class study standard types of literature: short story, drama, nonfiction, and poetry. Narration and description are stressed in writing assignments. Book reports both oral and written are required.

025 ENGLISH II

Sophomores continue the study of standard literature with the addition of several novels. Writing assignments are varied to fit the needs and interests of the student and the literature being studied. Book reports are required.

035 ENGLISH III

Juniors concentrate on American authors and their works. Writing assignments and reports continue.

FUNDAMENTAL ENGLISH

The objective of the basic course is to equip the student to communicate effectively in society.

Practical application of English is emphasized. Proficiency in verbal and written communication is developed with the introduction of relevant topics and reading assignments.

A student with severe reading disabilities is referred to the Reading Department.

Realizing the need for more individualized instruction at this level, the department attempts, in so far as possible, to limit classes to an enrollment of twenty students.

018 ENGLISH I FUNDAMENTAL

Freshmen taking fundamental English are exposed to *Gateway*, a literature and language arts program geared to each student's level of ability and interest. Extensive use is made of recordings, films, slides, pictures and transparencies.

028 ENGLISH II FUNDAMENTAL

The sophomore level utilizes the same approach with readings and correlated assignments of a slightly higher level.

038 ENGLISH III FUNDAMENTAL

Juniors in fundamental English cover a literature, language, and composition program which emphasizes current material and topics.

099 LIVING DRAMA III, IV

Primary goal of the course is to examine the human condition as dramatized by such masters as Shakespeare, Sophocles, Brecht, O'Neill, Shaw, Anouilh, Wilder, Williams, Miller, and Simon by seeing plays and discussing themes, characterizations, techniques, settings and moods. Secondary goals include developing a critical awareness of television performances, studying reviews, and writing dramatic skits.

Students attend a minimum of one play a month on Friday evenings, Saturday, or Sunday afternoons at an average cost to the student of $6.00 a play to cover the cost of ticket, bus fare and insurance. Theaters included are Trinity Square, Wheaton, Bridgewater, Loeb, Tufts, Stratford, Colonial, Shubert and the Wilbur. Discussion sessions are held every Tuesday in the Public Library during X block.

The course is open to any senior or junior recommended by his English teacher on a first come first served basis. The size of the class is limited to thirty. Students receive two credits.

039 JOURNALISM

This course, which meets three times a week, is for juniors. It is designed to give students training in preparing materials for school publications and to teach them to read community and national newspapers with insight and understanding.

Enrollment in the course is limited to interested students who have performed well in their freshman and sophomore English classes.

ELECTIVE STUDIES FOR SENIORS

ENGLISH DEPARTMENT

Commencing in September, 1975, the English Department at Taunton High School plans to make available to seniors a program of elective studies. Under this program every senior will select from the *paired offerings two choices, one for each semester.* Since the enrollments of some courses will be restricted by virtue of the number of sections being offered, students are advised to make their choices prudently and to make their selections known to their guidance counselor as soon as possible. Further, there is a possibility that, because of few subscriptions, a given pairing may not be offered at all. Students who make such a choice will be assisted in making a new selection by their counselor.

The courses are offered in two groupings, Group I and Group II.

GROUP I. (GENERAL) These courses are designed for the student who needs further instruction in the fundamentals of reading, writing, speaking, and listening, and/or for the student who wishes to review or refine these skills or who wishes to pursue a certain interest area.

GROUP II. (ACADEMIC) These courses are designed for the student who has mastered the fundamental skills, who wishes to pursue an academic area in depth, and/or who intends to further his education following completion of high school.

SENIOR

042 ENGLISH IV ADVANCED PLACEMENT (1 Full Year Course)

045-A or B ENGLISH IV STUDIES IN ENGLISH AND AMERICAN LITERATURE (1 Each Semester)

Students — Elect one course A—semester and one course B—semester.

GROUP I COURSE OFFERING: (General)	**060 — 069 (A or B Semester)**
Basic Communication	060 — A or B Mystery and the Detective
Wild West and American Indian	061 — A or B Folk Heroes
Teenage Problem Literature	062 Supernatural Lit. General
Business English I and II	063
Sports Literature	064 English for Living
Television Drama	065 Basic Communication
Folk Heroes	066 Mystery and Detective
Sports Literature	067 Basic Communication
Teenage Problem Literature	068 Wild West and American Indian
English for Living	069 Television Drama

GROUP II COURSE OFFERINGS: (Academic)	**070 — 074 (A or B Semester)**
Short Story	070 The Roaring Twenties
Creative Writing (Fiction)	071 Modern Poetry
Creative Writing (Essay)	072 Logic
Modern American Drama	073 Shakespeare's Tragic Heroes
S.A.T. Review	074 Supernatural Literature

Group I Course Descriptions

060 BASIC COMMUNICATION **(One Quarter)** **(General)**

In today's world, the name of the game is communication, and this is the course to help you do just that. Nothing is so important to success as being able to communicate your thoughts to others and to understand theirs. We will use every device to help you communicate more effectively: filmstrips, cassettes, tape recorder, film, newspaper and radio and television as communications media will be explored. Help yourself to self improvement.

MYSTERY AND DETECTIVE STORY **(One Quarter)** **(General)**

Did the butler do it! Find out here. Famous sleuths from Sherlock Holmes to Perry Mason will show us how the master detective solves his cases. The secret agent story will also be read. James Bond, Holmes, Mason, Ross MacDonald, Peter Whimsey and E. A. Poe are just some of the names that we'll come across.

061 THE WILD WEST AND THE AMERICAN INDIAN **(One Quarter)** **(General)**

This course would try to show the student that the West was populated by *real* people — white and red — not by the caricatures that hundreds of pop-corn westerns have repeatedly shown. We would concentrate on the plight of the Indian, past and present, and study the fascinating culture and history that is theirs.

FOLK HEROES **(One Quarter)** **(General)**

This course will focus on American Folk heroes from the colonial and pioneer period up to contemporary figures of the sports and entertainment world. Both famous and notorious persons will be included in this course.

062 TEENAGE PROBLEM LITERATURE **(One Quarter)** **(General)**

Students will spend the semester reading about, writing about, and discussing problems which face most modern teenagers. Various popular paperbacks, along with individual projects would be used to illustrate and interpret the pertinent issues discussed in class.

SUPERNATURAL LITERATURE **(One Quarter)** **(General)**

This class would deal with a superficial study of the followings: (1) ghosts, spirits and the so-called "undead"; (2) devils, witches, black magic and alchemy; (3) various interpretations of afterlives; (4) unexplained forms of communications; and (5) occult attempts to predict the future and/or to codify characteristics of human personality. Class activities to amplify and enrich these studies may involve the Ouija board, Tarot cards, levitation ESP, astrology charts, individual reports and a class trip to Salem, Mass.

063 BUSINESS ENGLISH I: The Language of Business **(One Quarter)** **(General)**

All the language skills necessary for success in the business world will be learned and practiced. Spelling and grammar skills will be stressed.

BUSINESS ENGLISH II: The Language of Business **(One Quarter)** **(General)**

This course will take the language skills acquired in Business English I and apply them to the composition of all types of business and professional letters. Situations which occur in the business world will be simulated, so that the student will gain practice in coping with all kinds of business communication.

064 SPORTS LITERATURE (One Quarter) (General)

Calling all sports freaks! Read all about your heroes. Behind the scenes activities as well as on-the-field exploits will be covered. The role of sport at T.H.S. and in America will be examined. Such men as Bill Russell, Jim Bouton, Jack Scott, Dave Meggessey and Bud Collins will be studied and discussed.

ENGLISH FOR LIVING (One Quarter) (General)

Designed to accommodate a non-academic student, this course offers an intensive workout in basic communication skills. Students would be working independently, at their own pace, on such projects as filling out forms for accidents, bank loans, life insurance, marriage certificates; letters of complaint; letters of inquiry. The ultimate goal of this course is to provide students with the fundamental skills requisite for dealing with daily communication needs.

065 TELEVISION DRAMA: (One Quarter) (General)

This course will be concerned with approximately five plays written especially for television presentation. These plays will deal with the very real problems of today's men and women — problems within the family -- problems of the machine age. Among the works to be read is Chayefsky's play *Marty*.

BASIC COMMUNICATION (One Quarter) (General)

In today's world, the name of the game is communication, and this is the course to help you do just that. Nothing is so important to success as being able to communicate your thoughts to others and to understand theirs. We will use every device to help you communicate more effectively: filmstrips, cassettes, tape recorder, film, newspaper and radio and television as communications media will be explored. Help yourself to self improvement.

066 FOLK HEROES (One Quarter) (General)

This course will focus on American folk heroes from the colonial and pioneer period up to contemporary figures of the sports and entertainment world. Both famous and notorious persons will be included in this course.

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Did the butler do it! Find out here. Famous sleuths from Sherlock Holmes to Perry Mason will show us how the master detective solves his cases. The secret agent story will also be read. James Bond, Holmes, Mason, Ross MacDonald, Peter Whimsey and E. A. Poe are just some of the names that we'll come across.

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068 TEENAGE PROBLEM LITERATURE (One Quarter) (General)

Students will spend the semester reading about, writing about, and discussing problems which face most modern teenagers. Various popular paperbacks, along with individual projects would be used to illustrate and interpret the pertinent issues discussed in class.

THE WILD WEST AND THE AMERICAN INDIAN (One Quarter) (General)

This course would try to show the student that the West was populated by real people — white and red — not by the caricatures that hundred of pop-corn westerns have repeatedly shown. We would concentarte on the plight of the Indian, past and present and study the fascinating culture and history that is theirs.

069 ENGLISH FOR LIVING (One Quarter) (General)

Designed to accommodate a non-academic student, this course offers an intensive workout in basic communication skills. Students would be working independently, at their own pace, on such projects as filling out forms for accidents, bank loans, life insurance, marriage certificates; letters of complaint; letters of inquiry. The ultimate goal of this course is to provide students with the fundamental skills requisite for dealing with daily communication needs.

TELEVISION DRAMA (One Quarter) (General)

This course will be concerned with approximately five plays written especially for television presentation. These plays will deal with the very real problems of today's men and women — problems within the family — problems of the machine age. Among the works to be read is Chayefsky's play Marty.

Group II Course Descriptions

070 THE SHORT STORY (One Quarter) (Academic)

Want to know more about stories? What makes a good one? Who the noted writers of short stories are? Then this course is designed for you. We hope to study representative American, English, and Continental writers of short stories to discover the ways in which the short story has developed from an art which emphasized plot to one which focused on character. Study the stories of Kafka, Hemingway, Joyce, Faulkner, Mansfield, Chekhov, Camus, Conrad, Anderson, and others and enjoy learning.

THE ROARING TWENTIES (One Quarter) (Academic)

For those who think they're swingers, try this one on for size. The jazz age and the events surrounding it will be the focus of this course. Such topics as marathon dancing, bathtub gin, speakeasy's, prohibition, and the stockmarket are some of the areas that will be covered in this course. Authors studied will include Sinclair Lewis, Fitzgerald, Frank Norris, Carl Sandburg, Edna St. Vincent Millay, Robert Frost and others.

071 CREATIVE WRITING: Fiction and Poetry (One Quarter) (Academic)

Students who wish to develop their ability at writing fiction will benefit from this course. Each student will be required to attempt a variety of literary forms, but time will be povided for concentration in the student's particular area of interest. Students will read work by professionals and by their peers.

MODERN POETRY (One Quarter) (Academic)

Both British and American poetry from 1890 to the present will be studied. Major British and American poets as well as poets currently in the public eye will be con-

sidered. The student will have an opportunity to read and write critical papers on individual poems.

American Literature III
The Literature of England
The New Poets

072 CREATIVE WRITING: Essay (One Quarter) (Academic)

This course will be devoted to the art of writing well. Students will attempt to write a variety of non-fiction samples, as well as read non-fiction by their peers. Essays and articles by professional authors will be read for comparison. Students who wish to improve their skills of self-expression will benefit from this course.

LOGIC (One Quarter) (Academic)

Wish you could think more clearly? Sick of losing arguments because of your muddled and confused thinking? Things can improve—learn the principles of clear reasoning. Learn the common errors that people make every day. Learn to be logical!

073 MODERN AMERICAN DRAMA: *The Frustarated Man* (Academic)

The focus of attention for this course will be the ill-fated man of the twentieth century, a man beset by demands and pressures from society, his occupation, his family; a man who struggles to survive, who tries to find meaning for his life as he struggles with the complexities of twentieth century life, who seeks fulfillment of the American dream. The following works will be studied: O'Neill: *Long Day's Journey into Night*: Miller; *Death of a Salesman*: Miller: *A View from the Bridge*: *Miller*: *The Price*: Williams; *The Glass Menagerie*: Williams: *A Streetcar Named Desire.*

SHAKESPEARE'S TRAGIC HEROES (One Quarter) (Academic)

You will be studying six of Shakespeare's greatest characters in five of Shakespeare's greatest plays. You will examine just what it was that made them tragic figures. You will examine their good and bad character traits as well as the flaw that make them incapable of coping with the serious situation in which they found themselves. You will study in depth the following plays: Antony and Cleopatra: King Lear: Macbeth: Hamlet; and Othello.

074 PREPARATION FOR SAT REVIEW (One Quarter) (Academic)

This course is designed to provide intensive training for college entrance board exams. Emphasis will be given to reading comprehension and word skills, such as analogies. Students will take sample tests in simulated test conditions to thoroughly acquaint them with procedures for these examinations. As time allows, some consideration of the writing sample of these tests will be conducted.

SUPERNATURAL LITERATURE (One Quarter) (Academic)

This course would deal with the following major subject headings: (1) ghosts, spirits, and the so-called "undead": (2) devils, witches, black magic, and alchemy: (3) various interpretations of afterlives: (4) unexplained forms of communication: and (5) occult attempts to predict the future and/or to codify characteristics of human personality. These subjects would be illustrated in the study of some of the classics of English and American Literature.

READING DEPARTMENT

009 DEVELOPMENTAL READING PROGRAM

The Developmental Reading Program is a group oriented program where the student's reading habits are enriched. The purpose of this program is for the development of diversified reading skills and positive reading habits. The aim of the program is to develop the well-adjusted student who knows how and where to seek knowledge and information and may appreciate good literature for its own sake. The Developmental Reading Program is a half-year course with one credit earned in this half-year period. Students are graded in accordance with the present marking system.

010 REMEDIAL READING PROGRAM

The Remedial Reading Program is an individualized program in which the student progresses at his own rate of speed in those areas of reading he is finding difficult. Each student is given a standarized test to determine his area of weaknesses. From the test results an individualized program is established for each student. Students are assigned to the Remedial Reading Program for a half-year session. Students receive one credit for a half-year term, and no grade is given for the course.

MATHEMATICS DEPARTMENT

111 HONORS GEOMETRY

Prerequisite: "B" or better in Honors Algebra taken in 8th grade.

The course will be taught from a transformational point of view. It renders deeper and faster treatment of the topics covered in Modern Geometry. It also includes related topics of solid geometry, logic, and the selection of optional topics as the development of the subject permits.

113 MODERN ALGEBRA I A

114 MODERN ALGEBRA I B

This course is designed primarily for all college Preparatory students in the feshman year of high school. It is the basic course in Algebra introducing symbolism to express abstract ideas. Manipulative skills are approached through modern techniques with an emphasis on the structure of mathematics and an understanding of fundamental laws. Areas of emphasis include factoring, graphing, powers, roots, linear systems, and quadratics.

Two levels of this course are offered. Student grouping is based on ability and achievement. This course must be successfully completed before the study of Modern Geometry can be attempted.

121 HONORS ALGEBRA II

Prerequisite: (B) or better in Honors Geometry

This course renders a deeper and faster treatment of Modern Algebra II. Emphasis will be focused on the linea, quadratic, exponential, logarithmic, and trigonometric functions. Optional topics will be selected as the development of the course allows.

123 MODERN GEOMETRY I A
124 MODERN GEOMETRY I B

Prerequisite: Modern Algebra I

This course is intended for the college-bound student and is the second course in the College Preparatory program. It emphasizes the fundamental principles of inductive and deductive reasoning and their applications to logical analysis of problems. The elements of logical thought are taught through the basic concepts of points, lines, planes, and relations such as congruence, inequalities, similitude, parallelism, and perpendicularity. Concepts of coordinate geometry are also developed in conjunction with those that relate to plane geometry.

Two levels of this course are offered. Student grouping is based on ability and achievement.

131 HONORS ALGEBRA III

Prerequisite: "B" or better in Honors Algebra II

This course is a continuation of Honors Algebra II. It emphasizes a deeper and more thorough development of the topics covered in Advanced Algebra. Areas included are topics from modern algebra, trigonometry, probability, statistics, analgtic geometry, and an introduction to calculus.

133 MODERN ALGEBRA II A
134 MODERN ALGEBRA II B

Prerequisite: "C" or better in both Modern Algebra I and Modern Geometry.

This course is a continuation of the basic course for those students who are college-bound Included in the course are a review and extension of elementary algebra, graphing of linear and quadratic equations with emphasis on the slope-intercept concept, exponents and radicals, solution of linear and quadratic equations in two unknowns, arithmetic and geometric progressions, binomial theorem, inequalities, and logarithms.

Two levels of this course are offered. Student grouping is based on ability and achievement.

135 REVIEW ALGEBRA

Prerequisite: Modern Geometry

This is a one semester course which offers a review of Algebra I for the student whose achievement in Modern Algebra I has been passing, but below average. This course stresses mastery of the basic concepts of Algebra I.

The course will carry 2½ credits.

136 REVIEW GEOMETRY

Prequisite: Modern Geometry

This is a one semester course which offers a review of the basic concepts of Euclidean Geometry for the student whose achievement in Modern Geometry has been passing, but below average. This course stresses mastery of the basic concepts of Euclidean Geometry.

The course will carry 2½ credits.

137 PRE-COLLEGE MATH

Prerequisite: Review Algebra or Review Geometry

This is a one semester remedial course for students who have encountered difficulty with Modern Algebra I or Modern Geometry. Emphasis will be placed on problem solving techniques rather than basic concepts.

This course will carry 2½ credits. *It will be offered during the second semester only.*

142 CALCULUS AND ANALYTIC GEOMETRY (Advanced Placement)

Prerequisite: "B+" or better in Modern Algebra II and the recommendation of the Mathematics Coordinator and/or the Headmaster.

This course is intended for students who have a thorough knowledge of colleg prepatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). It does not assume that they have acquired sound understanding of the theory of elementary functions. The development of this understanding has first priority.

The advanced placement exams are graded on the following scale:

5—Extremely well qualified
4—Well qualified
3—Qualified
2—Possibly qualified
1—No recommendation

It is the assumption of the Program that colleges make best use of the examinations when they normally grant advanced placement and credit to candidates who have grades of 5, 4, or 3 and review individually candidates who have grades of 2.

144 COLLEGE MATH

Prerequisite: Modern Algebra II

This course covers the basic concepts of Trigonometry, vectors, fundamentals of analytic geometry, elementary functions, symbolic logic, and an introduction to abstract algebra. IT IS INTENDED FOR THE COLDEGE BOUND STUDENT WHO NEEDS THESE BASICS TO SUCCESSFULLY COMPLETE A FRESHMAN COLLEGE MATH COURSE.

145 INTEGRATED ALGEBRA AND TRIGONOMETRY

Prerequisite: "C" or better in Review Algebra or Review Geometry

This course is the logical sequent of Review Algebra or Review Geometry and is designed for the students who have completed that course. It covers, in general, the units of Modern Algebra II but is not presented in the same depth. It is designed to assist the C—student in meeting the mathematics requirement for college admission, and to further prepare him for additional schooling.

This course is not designed for those people who are planning careers in science, engineering or mathematics. Its succesful completion would, however, be a stepping-stone to other courses which might so prepare them.

146 ADVANCED ALGEBRA

Prerequisite: "B" or better in Modern Algebra II

This course is a continuation of Modern Algebra II. It emphasizes mathematical analysis through in-depth study of the polynomial, logarithmic, and trigonometric functions. Areas included are advanced modern algebra, trigonometry, probability, statistics, analytic geometry, and an introduction to calculus.

118 MATH I A FUNDAMENTAL
119 MATH I B FUNDAMENTAL

This course is designed for students who will not take algebra in the 9th grade. It is intended for students who plan to enter business or vocational fields upon graduation from high school. Selected topics from algebra, geometry, and an introduction to some of the aspects and implication of the new mathematics serve to broaden the back-ground of the student.

128 MATH II FUNDAMENTAL

Prerequisite: Fundamental Math I

This course supplements and continues the work of Fundamental Math I in order to strengthen the student's understanding of basic problems of arithmetic.

138 MODERN MATH I

Prerequisite: Math I or Math II Fundamental

This course is the first half of an elementary algebra course to be offered to general students in the junior year. It is designed to meet the needs of those students going on to a trade school. Topics included will be from sets up through subtraction and division of real numbers.

139 ALGEBRA I

Prerequisite: Fundamental Math I or Math II

This course is designed for the student who received a "C" or better in Fundamental Math I or Math II. It is a basic course geared to orient the student with some of the structure of Algebra. Areas of emphasis will include solving equalities and inequalities, factoring, and graphing.

This course will be offered only to students in the Fundamental Math Program.

143 TECHNICAL MATH

Prerequisite: Modern Math II or Plane Geometry

This is a course that covers the technical applications of mathematics, including topics from Trigonometry, Logarithms, etc.

It has been designed to meet the needs of those seniors who will attend a two or four year institution after graduation, but have not followed the Academic program.

This course carries 5 credits.

147 MODERN MATH II

Prerequisite: Modern Math I

This is the second half of an elementary algebra course. Topics included will be from operations on the real numbers to solutions of quadratic equations.

NOTE: Students satisfactorily completing Modern Math I and Modern Math II will receive credit for Algebra I.

148 MATHEMATICS OF NURSING

The purpose of this course is to stimulate and develop in the student an awareness and a respect for the basic problems involved in nurses' training. It correlates the fundamentals of chemistry with the therapeutics of medicine, and strives to develop accuracy and efficiency in the area of the mathematics of nursing science.

This is open to seniors, boys and girls.

149 PLANE GEOMETRY

Prerequisite: "C" or better in Algebra I.

This is a lower level course intended for students going on to a trade school. It is designed to give them an insight into the concepts of geometry, the concept of proofs, and fundamental constructions.

FOREIGN LANGUAGES

219 RUSSIAN I ACADEMIC

The first year course in the Russion language is open to qualified Freshmen, Sophomore and Junior students. There is only one class of Russian I and, therefore, the enrollment will be limited.

The course is designed to place students in a position to advance to a Level II of Russian. Students planning on studying Russian at the College level should consider enrolling in this course.

229 RUSSIAN II ACADEMIC

The second year course in the Russian language is a direct continuation of Level I. The course is conducted primarily in the language. The method of instruction utilizes the Audio-Lingual Method with support from use of Films, Filmstrips, and tapes. Coupled with an intensive review of essentials of Russian I, emphasis is placed on the following:

Developing further student ability to speak and write Russian.

211 FRENCH I ACADEMIC ADVANCED

French I Academic Advanced is a rapid-paced course for the gifted Foreign Language student. While the emphasis is place on the skills of comprehension and speaking, considerable work is also done on reading and writing in French. The course is conducted primarily in French, and students are expected to participate in the Foreign Language. In addition to fifteen units of textbook work, the material covered is supplemented by audio-visual resources such as tapes, filmstrips, records and films.

213 FRENCH I ACADEMIC

College French I is a beginning course with credit acceptable for college entrance. It is taught by an audio-lingual method. The four skills of comprehension, speaking, reading, and writing are developed. Emphasis is placed on the first two skills. Students use no books until they have achieved some oral-aural ability. Reading consists of material previously learned orally. Later there are adaptions using the same vocabulary in a different context. Writing is begun in the first year. This consists primarily of material learned orally. The vocabulary of the basic text is augumented by the use of filmstrips with accompanying tapes or records as well as the laboratory

223 FRENCH II ACADEMIC

College French II is an accelerated course which contains the development of basic skills. The student is expected to master basic grammar through oral and written exercises and the language laboratory. An introduction to literature is provided via the short story textbook readings. Class discussions and oral reports are the methods implemented to ascetain comprehension of the reading matter.

233 FRENCH III ACADEMIC

The study of grammar is continued with less emphasis on the structure drill for oral practice. The object is to apply grammatical structures in the direction of freedom of expression, both orally and written. Vocabulary build-up and the study of the cultural aspects of French life are integrated in the reading selections. The French student newspaper provides additional vocabulary and the study of contemporary French customs.

243 FRENCH IV ACADEMIC

College French IV, which continues the work of French III, devotes more time to oral and written reports and original composition. Reading and witing reach the liberated stage. Reading selections are chosen for the study of structure and style as well as for vocabulary build-up. The study of French civilization is more detailed, including units on geography, history, and French literature. A supplementary text is for the history and culture of the country. All reading and discussion is done in French. A student electing College French IV should have achieved some mastery of the four basic skills of understanding, speaking, reading and writing. All work at this level is done in the target language.

214 FRENCH I

French I is a course designed for students interested in learning a foreign language, but not planning to go to college. Emphasis is placed on the development of the student's ability to speak, understand, read, and write French. This course uses the same basic textbook and method as College French I, but is taught on a nonaccelerated basis. Stress is put on drill and repetition, both oral and written. The purpose is to have students master the basic grammar, idioms, and vocabulary. Reading comprehension through the introduction of limited unit paragraphs is stressed during the latter half of the year. The language laboratory is used to review and give further drill on material learned in class. The student is also intoduced to French life and customs.

221 FRENCH II ACADEMIC ADVANCED

French II Academic Advanced, a continuation of the first level advanced course, is designed for the highly motivated student. Intensive work is continued in all language skill areas: comprehension, speaking, reading, and writing. French literature is introduced via the short story, and modern-day French life is discussed to familiarize the student with certain aspect of French culture. Use of audio-visuals contributes to each phase of language learning. This course is conducted in French.

224 FRENCH II

French II is intended for those students whose primary goal is not college or advanced French. The course is in two parts. Part I is a thorough review of French I. Emphasis is placed upon correct pronunciation and intonation through aural-oral drill of vocabulary and structural items both in class and in the language laboratory. A lesser emphasis is placed on the written production of the structures at this stage.

PART II continues aural-oral practice, achieving correct oral production of the basic structures of the language. In this part of the course, increasing emphasis is placed on the mastery of additional reading and writing skills.

231 FRENCH III ACADEMIC ADVANCED

Students exhibiting exception ability for Foreign Language learning are encouraged to take this course. All four language skills are re-inforced through continuous conversation in the language, frequent compositions and short story and short novel work. Discussion of French culture and tradition is stimulated by the textbook and outside sources such as French magazines, newspaper articles, films and filmstrips. Students are expected to speak French during the class.

234 FRENCH III

In French III, more emphasis is placed on expression through conversational responses and composition work. The reading of selected short stories for enjoyment and vocabulary development provided the material for oral and written work. In an effort

to have the student realize France's contribution to the heritage of western civilization. France as a country is studied. Her geography, history, and customs are reflected in her literature and folklore.

241 ADVANCED PLACEMENT — FRENCH — LEVEL IV

A small select group of students will be chosen from the candidates for the French IV Academic Advanced class to undertake an introduction to French literature. The study of a wide range of French literary masterpieces of the 17th through the 20th centuries will lay a solid foundation for further study on the college level. Participation in this course will enhance a student's ability for academic scholarships and will enable him to begin his study of French at a more advanced level than that of his peers at the college or university. A student should anticipate this course to be a demanding but rewarding experience. All work will be done in the Foreign Language with the course following the Syllabus put forth by the College Entrance Examination Board of Princeton, New Jersey. This course culminates in the student taking the Advanced Placement Examination in the subject matter at the end of an academic year.

215 SPANISH I ACADEMIC

College Spanish I is a course designed for those students who plan to enter college as well as for those who have an aptitude for foreign languages. It is taught by an audio-lingual method which aims at acquiring the four skills of listening, speaking, reading, and writing. Emphasis at the beginning of the year is placed on the first two skills. No books are used until the students have become accustomed to the sounds of the language. Much aural-oral drill is given in the classroom as well as in the language laboratory. Reading at this level is restricted to material previously learned with a limited number of new words introduced at regular intervals. Writing also consists of vocabulary and structures which have been mastered orally. Grammar is taught inductively through pattern drills, but is explained and summarized by the teacher. The vocabulary of the basic text is augmented by use of filmstrips with accompanying records.

225 SPANISH II ACADEMIC

College Spanish II begins with a thorough review of structures learned in Spanish I, and continues the development of the basic skills through intensive drill in the classroom as well as in the language laboratory. Literature is introduced through selected readings on the customs of Spain and of Latin America.

235 SPANISH III ACADEMIC

In College Spanish III, the study of grammar is continued. Emphasis is placed on the application of structures previously learned. Reading selections are used to augment vocabulary and to increase appreciation of the culture. Through a Spanish newspaper the student acquires new vocabulary and an increase appreciation of the culture. Through a Spanish newspaper the student acquires new vocabulary and is exposed to the life and customs of the Spanish people. A supplementary text, written in Spanish is used to study the geography, history, literature, and culture of Spain. Filmstrips with accompanying tapes on the literature and history of Spain enhance the students' interest and knowledge in these areas.

245 SPANISH IV ACADEMIC

In College Spanish IV, students achieve the ability to read Spanish without references to their native language, and reach the point of liberated expression orally and written. Reading selections are chosen for interest as well as for vocabulary build-up. Through them an appreciation of literation style is acquired. A more detailed study of

the culture of Spain and of Spanish America is presented in a supplementary text. All discussion on the reading as well as oral and written reports are done in the target language. Students electing College Spanish IV should have fluency in the oral and written language.

216 SPANISH I

Spanish I is a course designed for students interested in learning foreign language, but not planning to enter college. The four skills to be acquired are comprehesion, speaking, reading and writing. At the beginning, emphasis is placed on the first two skills. No books are used for several weeks. Reading consists almost completely of material mastered orally. Writing is restricted almost solely to what has been read. Vocabulary is taught through dialogs geared to the interest of the students. Grammar is taught inductively, but is fully explained and summarized by the teacher, insuring a thorough understanding of the language's structure. The language laboratory is used regularly to give further pactice on vocabulary, idioms, and previously drilled structures.

226 SPANISH II

Spanish II begins with an intensive review of Spanish I. Much drill is given on pronunciation and intonation through aural-oral exercises containing basic vocabulary, idioms, and grammatical structures. Grammar is learned through pattern practices and is explained by the teachers to insure mastery. Reading and writing are stressed more than in the first year. Vocabulary is increased through reading. Filmstrips with accompanying tapes are used to augument vocabulary and to introduce the students to the life of the Spanish-speaking people.

236 SPANISH III

In Spanish III, the student reaches a higher degree of liberated expression in the oral and the written language. The study of grammar is continued. Intensive drill is given in comprehension and oral expression to insure correct pronunciation and intonation. Further emphasis is placed on reading and writing. A supplementary reader is used with stories geared to the interest of the student and containing vocabulary and structures taught in the basic text. It also gives the student an appreciation of the culture of the people of Spain and of Spanish-America.

217 PORTUGUESE I ACADEMIC

College Portuguese I is a course designed for students intending to attend college or those who possess some degree of ability in foreign languages. It is taught audio-lingually, aimed at the development of the four skills of comprehension, speaking, reading, writing. Emphasis at the beginning is on the first two skills. Much oral drill is given for the purpose of developing a proper pronunciation and intonation and acquiring an extensive basic vocabulary. The vocabulary of the basic texet is supplemented by the use of filmstrips with accompanying tapes and by records.

227 PORTUGUESE II ACADEMIC

College Portuguese II begins with an intensive review of vocabulary and structures mastered in Portuguese I. It continues the development of the four skills of understanding, speaking, reading, and writing. Extensive oral drill is given in the classroom. More emphasis is given to reading and writing than in the first year. Grammar is taught inductively through pattern practices, but is explained in detail in the text and by the teacher. The geography, history, and literature of Portugal and other Portuguese-speaking countries are introduced. The text is supplemented by audio-visual aids and by teachers who have a direct acquaintance with the culture and customs of Portugal.

237 PORTUGUESE III ACADEMIC

In Portuguese III, grammar is continued. Oral and written expression achieve a higher degree of liberation. Reading is used to increase vocabulary, and to enhance the appreciation of the culture and customs of the countries whose language is being studied. The class is conducted almost entirely in the target language. Students achieve a higher level of aural comprehension and oral fluency, as well as the ability to read directly in Portuguese without reference to their native language.

247 PORTUGUESE IV ACADEMIC

College Portuguese IV continues the work of Portuguese III. It devotes more time to oral and written reports and original compositions, as students have, at this point achieved a high level of liberation in oral and written expression. They can understand the language as spoken by a native at a normal rate of speed, respond fluently, read without translation, and write with some degree of style. Therefore, the class is conducted completely in Portuguese.

Student selecting Portuguese IV should show a high degree of linguistic ability and proficiency in the four basic skills essential to the acquisition of a modern language.

218 PORTUGUESE I

Portuguese I is a course designed for students interested in learning a foreign language, but not planning to attend college. The four basic skills to be acquired in a modern language are understanding, speaking, reading, and writing. The first two are stressed at the beginning of the course. An audio-lingual method is used. Students achieve some oral-aural proficiency before beginning to read and write. However, these last two skills are developed later through selected reading and writing exercises in the text.

228 PORTUGUESE II

Portuguese II begins with an intensive review of Portuguese I, and further oral drill is given on pronunciation and intonation. There is extensive practice on vocabulary, idioms, and grammatical structures. Grammar is learned inductively, but is explained in the text and by the teacher. Reading and writing are stressed more than in the first year. Vocabulary is increased through reading as well as by the use of various audio-visual aids.

238 PORTUGUESE III

In general Portuguese III, the student reaches a higher degree of fluency in speaking and writing and a deeper understanding of the oral and written language. He becomes capable of reading directly in the target language, and of understanding a native speaking at a normal rate of speed. The class is conducted completely in Portuguese. A deeper appreciation of the culture of the Portuguese-speaking countries is developed. Students electing Portuguese III should have achieved a high level of proficiency in the four basic skills.

212 LATIN I

This course introduces the academically-oriented student to the study of the language. Emphasis is placed on correct pronunciation and a thorough mastery of the basic vocabulary and structures of the language. Of necessity, stress is on learning the various inflections through repetition and practice to achieve the ability to read and write simple Latin sentences. Attention is also given to recognizing Latin roots which are applicable to the English language. An attempt is made to relate our democratic institutions to the Latin and Greek antecedents.

222 LATIN II

This course begins with an intensive review of first-year Latin. It provides the student with the necessary skills to read the prose of Caesar in the *Commentaries on the Gallic Wars*, as well as text version of the Trojan War and Ulysses.

Cultural material and background information are introduced when relevant, and a short course in mythology is offered during the last term.

232 LATIN III

This course is offered to juniors and seniors in combination, and alternates annually with Latin IV.

Emphasis is placed on the advanced grammar necessary for prose composition. This is coupled with selective vocabulary with an aim to enabling the student to read the oratory of Cicero and the poetry of Ovid.

The more highly-developed word usage of these two authors provides ample material for extensive work in vocabulary development.

Cultural enrichment is achieved through the many mythological references to the Roman civilization and government.

The mechanics of oratory and versification are learned to understand fully the structure of both and to help the student to appreciate the style of the orator and the poet.

242 LATIN IV

This course is offered to a combined junior and senior class in alternate years with Latin III.

Six books of Virgil's Aeneid are read for enjoyment and appreciation of one of the world's greatest epics.

BUSINESS DEPARTMENT COURSES

BUSINESS DEPARTMENT OBJECTIVES

It is the function of the curriculum of this high school business education department to provide the means for student to have experiences that will influence their physical, social, and emotional growth in desirable ways and desirable ends. The business education curriculum has two broad sets of aims and objectives.

315 GENERAL BUSINESS Grade 9

General Business is the basic course for any student who plans to elect other business subjects which will prepare him for office occupations and employment. It has three main purposes: (1) to provide an understanding of commonplace business practices and procedures that are important to everyone as a citizen and consumer, and (2) to provide an overview of the entire field of business that will aid in the development of skills, concepts and understanding inherent in our economic system, (3) to give background information that is necessary to those who may specialize in the world of business as a means of establishing a foundation for selecting a career. This course is open to Freshmen and Sophomores only. If for any reason a Junior may elect it, his admittance will be subject to the approval of the Business Coordinator. No Seniors will be admitted.

318 BUSINESS MATHEMATICS

Business Mathematics is a foundation subject for those planning careers in business. It combines a review of basic arithmetic skills with their application to modern business problems.

Emphasis is placed on these topics that prepare students for effective performance in today's business world. This course is open to Freshmen and Sophomores.

323 TYPEWRITING I Grade 10

First year typewriting is usually offered in grade ten for the student whose objective is to prepare for office employment in stenographic, secretarial and typewriting clerical assignments. It is also a vocational skill for Data Transcribers (Key-Punch Operators), data processing machine operators and data typists. In the type writing course emphasis is placed on developing good techniques for production of communication skills related to office work. This course is a prerequisite for Typewriting II, and Stenography I.

322 BOOKKEEPING I

Bookkeeping I offers an introduction to the bookkeeping cycle: the use of journals, ledgers, and the method of analyzing transactions.

The technical training is confined to textbooks, working papers, and practice sets. This course serves as an introduction to Bookkeeping II. While Bookkeeping I is open to all Sophomores, Juniors, and Seniors it is suggested that any student who has failed to attain a C or better in General Business or Business Arithmetic not elect this course.

332 BOOKKEEPING II

Prerequisite: C or Better in Bookkeeping I

This course provides vocational training for those who intend to work in offices after graduation, a good foundation for those who intend to continue study in the field of accounting and general understanding of business methods in everyday life. Departmental accounting, accruals, payroll procedures, partnership and corporation records are covered.

341 ACCOUNTING I

This is an advanced course in the principles and theory of bookkeeping: The student is introduced to a more detailed study of accounting as a tool of management. Emphasis is placed in the areas of cost accounting, partnership and corporation accounting, the interpretation of the financial statements, and the various aspects of specialization in accounting.

327 NOTEHAND Semester Course

A course for college preparatory students that will help them to take notes rapidly and in an organized manner.

328 PERSONAL TYPING

Personal typing offers Sophomore, Junior and Senior students the opportunity to develop sufficient skill to use the typewriter for personal and school use. After learning to operate the machine by touch method, students have experience in the preparation of personal letters, book reports, themes, outlines, and manuscripts. This is a personal use course and may not be used as preparation for advanced typing.

A student successfully completing Personal typing may elect typing I but will forfeit credit for personal typing.

Grades given are on a Pass-Fail basis.

	GRADE 9	Code	P	C	GRADE 10	Code	P	C
English	Eng. I Ac. A	013	5	5	Eng. II Ac. A	023	5	5
	Eng. I Ac. B	014	5	5	Eng. II Ac. B	024	5	5
	Eng. I	015	5	5	Eng. II	025	5	5
	Eng. I Fund.	018	5	5	Eng. II Fund.	028	5	5
Reading	Dev. Reading	009	5	2½				
	Rem. Reading	010	5	2½				
Mathematics	Honors Geometry	111	5	5	Honors Aigebra II	121	5	5
	Mod. Algebra I A	113	5	5	Mod. Geom. A	123	5	5
	Mod. Algebra I B	114	5	5	Mod. Geom. B	124	5	5
	Math I A Fund.	118	5	5	Math II Fund.	128	5	5
	Math I B Fund.	119	5	5	Mod. Math I	138	5	5
					Algebra I	139	5	5
Languages	Russian I	219	5	5	Russian II	229	5	5
	Latin I	212	5	5	Latin II	222	5	5
	Fr. I Ac. (Advanced)	211	5	5	French II Ac. Adv.	221	5	5
	Fr. I Ac.	213	5	5	Fr. II Ac.	223	5	5
	Fr. I	214	5	5	Fr. II	224	5	5
	Sp. I Ac.	215	5	5	Span. II Ac.	225	5	5
	Sp. I	216	5	5	Span. II	226	5	5
	Port. I Ac.	217	5	5	Port. II Ac.	227	5	5
	Port. I	218	5	5	Port. II	228	5	5
Business	Gen. Bus.	315	5	5	Bookkeeping I	322	5	5
	Bus. Math	318	5	5	Notehand	327	3	1
					Type I	323	5	2½
					Record Keeping	325	5	5
					Personal Type	328	3	1
Social Studies	Civics Ac.	414	4	5	World Hist. Ac.	424	5	5
	Civics	415	4	5	World History	425	5	5
	Civics Fund.	418	4	5	World Geography Ac.	427	5	5
					World Hist. Fund.	428	5	5
					World Geog.	429	5	5
Home Economics	Basic Meal Planning	515	5	2½	Advanced Foods	525	5	2½
	Basic Clothing	516	5	2½	Clothing and Textiles	526	5	2½
Science	Astronomy	712	5	5	Biol. BSCS Yellow	723	5	5
	Biology BSCS Yellow	713	5	5	Biol. BSCS Green	724	5	5
	Earth Science Ac.	714	5	5	Biology AC	725	5	5
	Earth Science	715	5	5	Biology	728	5	5
	Intro. Phys. Science	718	5	5	Ant. and Physiology	729	5	5

GRADE 11	Code	P	C	GRADE 12	Code	P	C	
English III Honors	032	5	5	Studies in Eng. Lit.	045-A	5	2½	
English III Ac. A	033	5	5	Studies in Am. Lit.	045-B	5	2½	
English III Ac. B	034	5	5	English IV Adv. Pl.	042	5	5	
English III	035	5	5	See Program of Elective Studies —				
English III Fund	038	5	5					
Living Drama	099	1	2	Group I (General)	060—069			Page 8
Journalism	039	3	2½	Group II (Academic)	070—074			Page 8
Honors Algebra III	131	5	5	Calc. and Analytic Geom.	142	5	5	* MUST ELECT TWO OF THREE COURSES
Mod. Algebra II A	133	5	5	Tech. Math	143	5	5	
Mod. Algebra II B	134	5	5	College Math	144	5	5	
*Rev. Alg.	135	5	2½	Int. Alg. and Trig.	145	5	5	
*Rev. Geometry	136	5	2½	Adv. Alg.	146	5	5	
*Pre-College Math	137	5	2½	Mathematics of Nursing	148	5	5	
Mod. Math II	147	5	5					
Pl. Geometry	149	5	5					
Latin III	232	5	5	Fr. IV Adv. Pl.	241	5	5	
Fr. III Ac. Adv	231	5	5	Latin IV	242	5	5	
Fr. III Ac.	233	5	5	Fr. IV Ac.	243	5	5	
Fr. III	234	5	5	Fr. IV	244	5	5	
Span. III Ac.	235	5	5	Span. IV Ac.	245	5	5	
Span. III	236	5	5	Span. IV	246	5	5	
Port. III Ac.	237	5	5	Port IV Ac.	247	5	5	
Port. III	238	5	5					
Bookkeeping II	332	5	5	Retail Sales	399	5	5	
Stenography I	336	5	5	Accounting I	341	5	5	
Consumer Ed.	397	5	5	Bookkeeping Spec.	344	5	5	
Law and Ec.	398	5	5	Off. Practice	345	5	5	
Personal Type	328	3	1	Stenography II A	346	5	5	
Type II	333	5	2½	Transcription A	347	5	5	
				Stenography II B	348	5	5	
				Transcription B	349	5	5	
				Off. Machines (1 sem.)	343	3	2½	
U. S. Hist. Honors	432	5	5	Contemporary Affairs	447	5	5	
U. S. Hist. Ac.	434	5	5	Sociology	449	5	5	
U. S. Hist.	435	5	5	Psychology	446	5	5	
U. S. Hist. Fund.	438	5	5					
Crime and Del.—West	486	5	5					
World War I to present	499	5	5					
Nutrition & Home Nursing	535	5	5	Quantity Cookery	545	5	5	
Adv. Clothing & Tailoring	536	5	2½	Career Sewing	546	5	2½	
Chef's Course	537	5	2½	Home and Family Living	547	5	5	
Child Development	538	5	5	Child Care	548	5	5	
				Apartment Living	549	5	5	
Chemistry I	735	5	5	Geology	744	5	5	
Chemistry Study	738	5	5	Physics (Modern)	745	5	5	
Electronics I	739	5	5	Physics PSSC	746	5	5	
				Physical Science	747	5	5	
				Chemistry II	748	5	5	
				Electronics II	749	5	5	
				Adv. Senior Projects				

COURSES AND CODE NUMBERS CONTINUED ON NEXT PAGE

	GRADE 9	Code	P	C	GRADE 10	Code	P	C
Industrial Arts	Exp. Ind. Arts	610	5	2½	Tech. Draw. II	622	5	2½
	Tech. Draw. I	612	5	2½	Woodworking II	624	5	2½
					Metals II	625	5	2½
					Graphic and Elec.	626	5	2½
					Small Engines	628	5	2½
Music	Band	809	5	2½	Band	809	5	2½
	Music History I	810	5	2½	Music Apprec.	817	5	2½
	Treble Chorus	818	5	2½	Treble Chorus	818	5	2½
	Music Apprec.	817	5	2½	Concert Choir	828	5	2½
					Music History II	820	5	2½
Physical Education	Phys. Ed. Boys	910	3	1	Phys. Ed. Boys	920	3	1
	Phys. Ed. Girls	911	3	1	Phys. Ed. Girls	921	3	1
Art	Draw. and Painting I	915	5	2½	Draw. and Painting II	925	5	2½
					Ceramics and Crafts I	926	5	2½
					Art Appreciation	989	5	2½

NOTE: SELECT CODE NUMBER AND CHECK COURSE FOR EACH GRADE LEVEL.

	GRADE 11	Code	P	C	GRADE 12	Code	P	C
Industrial Arts	Structures I	631	5	2½	Structures II	641	5	2½
	Arch. Drafting I	632	5	2½	Arch. Drafting II	642	5	2½
	Machine Drafting I	633	5	2½	Machine Drafting II	643	5	2½
	Woodworking III	634	5	2½	Woodworking IV	644	5	2½
	Metals III	635	5	2½	Metals IV	645	5	2½
	Power Mech. I	638	5	2½	Power Mech. II	648	5	2½
	Graphic Arts II	636	5	2½	Graphic Arts III	646	5	2½
	Electricity Bas. II	637	5	2½	Electricity III	647	5	2½
	General Shop I	699	5	2½	Pre-Eng. Drafting	689	5	2½
Music	Band	809	5	2½	Band	809	5	2½
	Music Comp.	830	5	2½	Music Comp.	830	5	5
	Harmony and Theory	834	5	5	Harmony and Theory	834	5	5
Physical Education	Phys. Ed. Boys	930	3	1	Phys. Ed. Boys	940	3	1
	Phys. Ed. Girls	931	3	1	Phys. Ed. Girls	941	3	1
Art	Draw. and Painting III	935	5	2½	Draw. and Painting IV	945	5	2½
	Ceramics and Crafts II	936	5	2½	Ceramics and Crafts III	946	5	2½
	Enameling and Jewelry I	937	5	2½	Enameling and Jewelry II	947	5	2½
					Advanced Art			

325 RECORD KEEPING

Record keeping is a basic course in business education since its objectives are to prepare students for economics citizenship, to prepare students for office employment and to prepare students for further study.

The course serves a useful function in helping students to understand and deal with the principles and procedures for planning, managing, and recording the business transactions which most individuals are exposed to in their personal and occupational life. Students, too, gradually and effectively gain the foundation for further study of bookkeeping. Record keeping is open to students in the tenth grade and above who have a D or failure in General Business, Bookkeeping I, or Business Arithmetic.

344 BOOKKEEPING SPECIAL

This is an accelerated course in bookkeeping for college-bound seniors. This course will provide a student with the skills needed to succeed in a college or business accounting program. This will also provide him with a skill to gain meaningful part-time employment.

Prerequisite: A grade of "C" or better in any math course

397 CONSUMER EDUCATION Grades 11 and 12

Consumer Education provides each student with the skill needed to be a wise consumer. This course will explore consumer rights , obligations, and services available to the buyer. Guest speakers, films, field trips and government study will provide a total consumer experience.

398 LAW AND ECONOMICS

The law section of this course is the application of the legal principles and procedures to the business problems of the individual. It also promotes an understanding of the rights and liabilities of individual in today's business world.

Economics is designed to develop the student's capacity for economic reasoning, through the use of economic analysis, and empirical research. A reasonable acquaintance with economics will prove valuable for the student entering a business occupation.

This course is open to juniors and seniors only.

399 RETAIL-SALES

This course is designed to give the student the principles of sales and retailing. It will include sales approach, demonstration, closing of sales, and all aspects of sales. The retail course will be presented through the text and the Taunton Business Community. It will include demands and opportunities of the retail field. This course is for seniors serious about a future in business.

333 TYPEWRITING II

Prerequisite: C Average in Type I

This course teaches students to meet the high production requirements of the world of business. It is often referred to as production typewriting, office typewriting, and clerical typewriting.

These advanced groups are primed to develop higher levels of accuracy and speed in typewriting straight copy as well as planning and typing letters, tables, reports, business papers, and reproduction stencils, and production standards of a modern office.

This course may be elected by students who have completed Type I with at least a C average or approval of Typing I teachers.

336 STENOGRAPHY I

Prerequisite: C Average in English

This is the first-year of a vocational-use shorthand course. The primary purpose is to begin the development of the skills and attitudes that students will find necessary in their work as stenographers and secretaries. The system taught is the Gregg Diamond Jubilee. Students taking Stenography I must have successfully completed Typing I or be taking Typing I. Students must also have a C average in English.

346-347 ADVANCED STENOGRAPHY AND TRANSCRIPTION II A

Prerequisites: II A — Stenography I and Typewriting II
Grade of B or better

348-349 ADVANCED STENOGRAPHY AND TRANSCRIPTION II B

Prerequisites: II B — Stenography I and Typewriting II
Grade of C

Advanced Stenography and Transcription are *combined into a course* which is designed to train students to a level of skill which will enable them to fill stenographic and secretarial positions.

The class meets in a room where dictation and transcribing equipment are available. The aim is to develop the ability to take dictation and to transcribte material accurately at speeds which would be practical in actual working situations.

In addition to drill on fundamental knowledge, an attempt is made to develop attitudes which are desirable for a successful office worker—adaptability, versatility, responsibility, and initiative. Students electing this course should have the recommendation of Steno I and Type II Teachers.

345 OFFICE PRACTICE

Prerequisite: Typing II

The objectives of this course are: 1. to develop skills necessary to perform clerical, nonstenographic duties at an employable level; 2. to develop a knowledge of common business forms and skills in handling them by hand processes or office machines and other processing devices; 3. to develop personal qualities and attitudes needed by successful clerical workers; 4. to develop a working knowledge and acquire a proficiency level in operating duplicating machines, calculators, and adding machines. Seniors may elect this course if they have passed two years of typing.

343 OFFICE MACHINES Grade 12

This course is offered to seniors who have had at least one year of typing. This course is designed to provide the student with a working knowledge of the basic operations of various machines. The student will apply his skill in the use of these machines to solve everyday business problems.

SOCIAL STUDIES

PROGRAM OF STUDIES

411 CIVICS ACADEMIC Grade Nine

This course will provide the student with a comprehensive, working understanding of our governmental system. Topics included will be the structure and functioning of local, state and federal government; the Constitution and Civil Liberties. The student will be made aware of his rights and responsibilities as a citizen of Taunton, Massachusetts and the United States. Good Citizenship begins at the local level and it will be a prime objective of this course to provide the student with an insight into community problems and personalities of local government.

415 CIVICS

The main objective of this course is to produce better citizens through a study of fundamentals and problems of democratic living. The course deals with the structure and the function of American government, health and general welfare of American citizens, family relations, vacation planning, and standards of proper living. Emphasis is placed upon the responsibilities and privileges of citizenship in federal, state, and local government. Observation of local government through field trips is included.

418 CIVICS FUNDAMENTAL

This is the study of government, the institutions which make it function, and the study of citizenship -- its rights, duties, and obligations. The survey course is designed for the student who has difficulty in reading. Using a study lesson approach, the students are shown the actual workings of our government. Units cover the areas of citizenship, the Constitution, the federal government, state and local government, political parties and the economy.

424 WORLD HISTORY ACADEMIC Grade Ten

This course is for the college-bound student. Emphasis is on trends and concepts of history rather than on specific memorizations. Research and writing skills are also stressed.

425 WORLD HISTORY GENERAL

This course is for the student who is not college-bound but who wants a knowledge of world history. The main goal is to acquaint students with famous and important people, events and civilazations which are frequently referred to in literature, movies and television, etc.

428 WORLD HISTORY FUNDAMENTAL

This course is for the student with serious reading and/or writing difficulties. The goals of this course are to make the students aware of some of the famous people and events in world history as well as to develop better reading and writing skills.

427 ACADEMIC WORLD GEOGRAPHY

The primary aim of this course is to develop a deeper prospective of humanity by an inquiry into the delicate and complicated relationship between man and his environment. The present situation of mankind will be examined through a series of acute contemporary problems. It is expected that this course will instill a greater awareness of man and will contribute toward helping the student become a more effective citizen in the world community. The course is offered primarily for Sophomores in the academic division.

429 WORLD GEOGRAPHY

This course is designed to help the student to understand better the world in which he lives. It is made up of four independent units: Urban Geography, Agricultural and Manufacturing Geography, Cultural Geography, and Political Geography. The major emphasis is on Urban Geography with the local environment being utilized. The problem-solving approach is used, resulting in a large amount of student involvement. The course is an elective subject open to pupils in grades ten, eleven, and twelve.

ONE FULL YEAR COURSE IN U. S. HISTORY FOR GRADUATION

The following courses shall be open to both juniors and seniors. However, students are reminded that although these are elective courses, during their junior and/or senior years *they must fulfill the U. S. History requirement* by taking *one full-year course dealing with U. S. History or two semester courses dealing with U. S. History.* Although a course may be designed for an academic or general student, any student may elect the course.

* one of these fulfiills U. S. History requirement.

Year Courses

449 Sociology (Academic)
447 Contemporary Affairs (General)
* 434 U. S. History Academic
* 435 U. S. History
* 438 U. S. History Fundamental
* 432 U. S. History Honors
* 446 Psychology and Adolesence
* 489 Crime and Deliquency — The West
499 World Wars I and II to 1945 — Present

432 UNITED STATES HISTORY HONORS

This course is designed to develop the talents of superior students in the field of United States History. The student will become acquainted with the methods of analysis and synthesis, collectively called the "historical method." It is hoped that by having the student do independent research, work with original source readings he will acquire a more meaningful understanding of the complex issues of the past and present. However, it is also felt that the student must still be held accountable for basic chronological U. S. History. Thus the student will be subjected to formal U. S. History which, through guidance, will develop independent study and research techniques which will be applied to class discussions and written papers.

434 UNITED STATES HISTORY ACADEMIC

United States History is a comprehensive survey of the history of America from colonial times to present day. Its main stress is on the period following the Civil War. This course is geared to above average, college bound students. Time is spent considering the historical method, critical analysis, and conflicting views of interpretation.

435 UNITED STATES HISTORY

This course is designed primarily for the average student who needs more practical knowledge from United States History. The learning experiences in this course are meant to help students analyze and evaluate present day problems through historical study. It is also intended to develop useful skills and desirable attitudes in the students.

438 UNITED STATES HISTORY FUNDAMENTAL

This survey course deals with fundamental concepts and trends in American history. It is meant for the student who has reading difficulty and whose education terminates with

high school. A reading skills approach is used. Each lesson has its purpose: the improvement of the student's reading ability. At the same time the subject matter follows the pattern of the course of study, so that the student does not lose out on fundamental concepts.

449 SOCIOLOGY

Sociology introduces the student to the science of sociology and its place in the world today. Social scientists for some time have been emphasizing the need for greater understanding of the social, as well as the psychological, forces at work in the field of human behavior and human relations.

This course is intended to prepare the student for his proper role in society and understanding his relationships to his fellow-man. The course includes the development of culture, the structure of society, and the mobility of that society.

447 CONTEMPORARY AFFAIRS

Current events are discussed in the classroom with the hope that today's well-informed student will be tomorrow's well-informed citizen and intelligent voter.

This course is designed for the terminal student in order that he become more aware of the important issues of our time and the ideas, people and events that shape them in our changing world.

446 PSYCHOLOGY: Identity and Self-Identity (Academic)

This course will attempt to present a study of the individual and his psychological needs, desires, hang-ups and problems: the latter points will be illustrated and explained by dealing with fear and neuroses, emotional needs, emotional maladjustment and disorders, types of emotional disturbances.

The course will study mental illness, what it is, isn't, forms of mental illness and their treatments.

The program will contain in a study of psychologists and their theories. Psychologists who will be examined are: Freud, Jung, Fromm and Adler.

ADOLESCENT PSYCHOLOGY (Academic)

What makes a teen-ager tick? Adolescence is a period of transition, one of rapid physical change, of conflicting motives, and ambigous social expectations. The adolescent's physiological maturation is only one aspect of establishing one's identity. The "proper" behavior for masculinity and feminity is also defined socially.

486 CRIME AND DELINQUENCY (General)

This course will deal with the various causes that give rise to delinquency in our society. It will show why delinquency permeates our society without regard to social status. It will inform you as to what crimes are indigenous to delinquents, and how delinquents are rehabilitated. It will also give you an insight into why some rehabilitation programs are not effective.

THE AMERICAN WEST

Billy the Kid, Pat Garret, Custer, Geronimo! These are names familiar to every American who has watched a western on T.V. or in the movies. In this course we will study these and other Americans who helped make the American West one of the most colorful eras in our history. Why has the American West captured the imagination of writers and movie makers? This course may help to explain the fascination we all share in this period of our history.

499 WORLD WAR I AND WORLD WAR II (General)

This course will cover the causes, phases and results of World War I. It will include a survey of world problems covering the following topics: militarism, naval races, imperialism, colonialism and alliance systems. Phases of the war as battles, strategy and psychological warfare will be detailed. Finally the effect of the Versailles Treaty on Europe in the 20's and 30's will conclude the section on World War I.

1945 TO THE PRESENT (General)

This first part of this course will stress the Cold War, its origins and conflicting interpretations regarding U.S. policy. The second part will deal with the issues of the 60's, Vietnam, civil rights, ecology, the space race, the youth movement, etc.

INDUSTRIAL ARTS DEPARTMENT

610 EXPLORATORY INDUSTRIAL ARTS — GRADE 9

Prerequisite to all Industrial Art courses.

Four Units:
1. Power Mechanics (small engines)
1. Manufacturing Process
1. Woodworking
1. General Metals

This is a one-year course in which the students will learn a basic understanding of tools and machines in the areas being taught. It is an exploratory course in learning how products in the industrial fields are designed and manufactured. Students will learn how to design and produce projects in those areas.

612 TECHNICAL DRAWING I

This course is intended to help students develop abilities in the rudimentary use of drafting equipment, basic gothic lettering line character, basic geometry, multi-view drawings, basic machine drawings plus the principles of free-hand sketching and development of auxiliary views.

622 TECHNICAL DRAWING II — Grade 10

Designed for students interested in becoming draftsmen, engineers, industrial designers, architects, or members of any one of the numerous other professions which demand a knowledge of technical drawing.

624 WOODWORKING II

Principles already learned in the woodworking section of the Exploratory course will be reinforced. To a great extent students will plan, design and construct wood projects. A greater emphasis will be placed on power equipment (portable and stationary) and the proper use of same. Shop safety will be emphasized at all times. Project layout and cost will be studied.

625 METALS II

This course will be a continuation and extension of previous work in the exploratory course. The areas of emphasis are in lathe operation — centering, drilling, finishing, trimming, cut-off. Foundry work, forge, sheet metal, welding, threading, boring and clinching. Each area is intended to teach the students necessary skills. The areas selected are arranged in the progression of difficulty.

626 GRAPHIC ARTS — ELECTRICITY (½ Year of Each)

The students will be introduced to this area of Industrial Arts. This course provides basic experiences from which the student may gain an understanding of the industry. Linoleum block, silk screen and basic letterpress processes will be stressed. The student will also be introduced to production work which involves the pupil in more complicated problems and calls for a thorough knowledge and use of the platen press.

628 SMALL ENGINES II

Prerequisite: Exploratory Industrial Arts.

This course will cover all types of small engines. It will tell and show the student how small two-cycle and four-cycle gas engines are constructed, how they operate, what goes wrong, how to service and repair them. After mastering basic engine fundamentals the interested student can then go on to study atomotive services.

GRADE 11

632 ARCHITECTURAL DRAFTING I

Prerequisite: Technical Drawing II

This course will awaken a desire and appreciation for better homes and home construction through the development of visualization, observation and expression. The student will become familiar with the available material and literature and with standard accepted shop equipment, tools and commercial materials used in the field of architecture relating to the construction of buildings. The pupils will be taught to develop habits of independent, orderly and methodical procedure with the use of the drafting language. This course will acquaint the pupil with the field of architectural engineering and will create a desire for futher knowledge.

633 MACHINE DRAFTING I

Prerequisite: Technical Drawing II

This course is designed for the student who is planning a technical or engineering vocation. The course is presented in a series of methodical steps which exposes the student to modern machine drafting practices starting with initial pencil line and extending to the final operation on the production line.

631 STRUCTURES I

Prerequisite: *Exploratory Industrial Arts* or *woodworking* in the *second* or *third year* of study.

This course will introduce the student to the world of construction and will help to prepare the student for the various phases of the building trade and industry. Students in this course will have the opportunity to learn how to construct a home from the beginning and should plan to take the two year construction course as only one-half of house construction will be covered in this course because of time limitation and the complexity of building a house.

634 WOODWORKING III

Prerequisite: Exploratory Industrial Arts and *wooodworking* in the *second year*.

This course will greater emphasize those principles and techniques already learned. The proper care of power equipment will be taught as well as the purchase of power equipment for the home or industry. Pupils will have the opportunity to become more aware of various cabinet making techniques and will become involved in the construction and production of larger and more complicated woodworking projects. Safety will be stressed at all times.

635 METALS III

Prerequisite: Metals II

This course is a continuation and expansion of the basic skills covered in previous metal course. General metal work, bench work, sheet metal, art metal, metal spinning, forging, foundry, heat treating, welding and introductory machine metal work will be covered. Safety will be stressed at all times.

638 POWER MECHANICS I

This is a continuation of the work of the previous course. The major part of this course is concerned with a thorough study of automobile engines. Most of the work is done on shop engine mounts. Capable students may do some work on cars.

636 GRAPHIC ARTS II 1976-1977

Prerequisite: Graphic Arts in second year.

This course contains a reinforcement of the information learned in the preceding course. Occupational opportunities will be investigated. Linotype work, photography, dark-room procedures, pattern making and offset press work will be introduced.

637 BASIC ELECTRICITY II 1976-1977

Prerequisite: Basic Electricity in second year.

This course will reinforce the basic principles already learned. A comprehensive study will be made of fractional horsepower motors, types, repairs and maintenance. Safety cannot be over stressed in the electrical field, hence this subject will be reviewed meticulously. An introduction to small appliances will follow with a careful look at the types, how they work, repairs and general maintenance of same will be covered.

699 GENERAL SHOP (Juniors and Seniors)

This is a one-year course in which the students learn a basic understanding in the use of tools and machines in the areas of woodworking, metalworking, plastics and crafts. It is not meant to be an advanced or skilled course, but as an exploratory course in learning how products in these areas are designed and manufactured. Students will learn how to design and produce projects related to those areas in order to further their understanding of basic hand and machine skills which are helpful to people living in an industrial society.

GRADE 12

642 ARCHITECTURAL DRAWING II

Prerequisite: Architectural Drawing I

This course will furnish information that will strengthen the constructive imagination, unlimited creative expression and originality of the students. It will present ar opportunity for actual practice in presenting ideas with neatness, accuracy and intelligence using standard accepted methods and conventions. This course will strengthen the need for good working drawings. It will prepare the student who may wish to become an Architectural Draftsman, an Architect, Building Inspector, Real Estate Salesman, Real Estate Appraiser or Building Estimator.

643 MACHINE DRAFTING II

Prerequisite: Machine Drafting I

By applying the various skills and knowledges already learned the student will be able to execute the work in this course with reasonable skill, constructive imagination and creative ability. This course will assist the student to develop a pride in his ability to

express ideas graphically and to evaluate his work with a view toward self-improvement. It will assist the student in understanding his interests, his capacity, and his prospective opportunities in drafting and in related work.

641 STRUCTURES II 1976-1977

Prerequisite: Structures in Third Year.

Students in this course will continue the second half of the construction course and will complete all phases of home and building construction. The construction of tool sheds, cabanas, etc. will take place during this second phase of the construction course. Students completing this course will have a working knowledge of building construction to prepare them for the world of work or futher education along this field of construction.

689 PRE-ENGINEERING DRAFTING (Seniors)

No Prerequisite. (Seniors)

This course is designed to challenge a *select group* of *senior students* who have *indicated* to their counselors the likelihood of enrollment in an engineering course in college, and who have not experienced taking one of the advanced drafting sequences. The student will develop drafting techniques and gain a thorough founding in applied mathema- hop processes, and related technical information which will prepare him to face the work which lies ahead in the college of engineering. This course includes outside study of a research nature and regularly assigned homework lessons in related mathematics, science, and shop proceesses.

644 WOODWORKING IV

Prerequisite: Exploratory Industrial Arts and *Woodworking* in *third year.*

Students entering this phase of woodworking are expected to have a good background in previous woodworking courses. They will be expected to design and construct large and complicated pieces of furniture. Their background in the use and care of all woodworking equipment will be expanded in this course. Shop safety will continue to be stressed. The woodworking field and related industries will be studied to better prepare the pupils for the world of work.

645 METALS IV 1976-1977

Prerequisite: Metals III

This course will be an expansion and a continuation of previous Metals Courses. Further emphasis will be placed upon production methods and upon machine work Instruction will be individualized with the nature of the work being governed by the aptitudes, interests, and the future aspirations of each student.

648 POWER MECHANICS II 1976-1977

Prerequisite: Power Mechanics I

This course will cover the automobile and all related systems within it. Pupils are expected to assume increased responsibility for the diagnosis of engine problems and of other automobile troubles and to take a more responsible part in determining the proper treatment of those difficulties. The work of this course is designed to prepare the student for advanced schooling or for beginning employment in the automotive field.

646 GRAPHIC ARTS III 1976-1977

Prerequisite: Graphic Arts in third year.

Knowledge gained in previous course will be utilized and expanded upon. The student will gain a knowledge of and will practice photographic offset printing. Projects

will include the printing of programs, instruction sheets, posters, cards, tickets and booklets.

647 ELECTRICITY III 1976-1977

Prerequisite: Electricity in third year.

Students entering this phase of work will use the knowledge gained in previous courses and are now ready for advanced work. The A. C. theory will be explained and various experiments will be conducted using this theory. Inductance as used in transmission of power will be covered in detail. The home wiring system, code requirements, fuses, sizes, wire, and all facets of house wiring will be covered. Fractional horsepower motors, appliances, air conditioners, will be included in this course. Ohms Law and the related uses in electrical calculations will be covered. Students will conduct many experiments and demonstrations of electrical equipment during this course of study.

HOME ECONOMICS DEPARTMENT

FRESHMEN

515 BASIC MEAL PLANNING (Foods I)

In this course the students learn the basic principles and skills involved in planning, preparing and serving simple nutritious meals. Some information on consumer buying is included in this course.

516 BASIC CLOTHING (Clothing I)

This course teaches the basic concepts of clothing construction involving both hand and machine techniques. Wardrobe planning and grooming are included and such projects as simple skirts, pants, blouses, and dresses are made.

Students must purchase all small equipment and materials for construction.

SOPHOMORE

525 ADVANCED FOODS (Foods II)

This course is designed to strengthen the knowledge and skills acquired in Meal Planning and Preparation and to develop more advanced skills in the preparation of breads, pastries, salads and meats. Party planning and food preservation are included in this course.

Prerequisite: Meal Planning and Preparation

526 CLOTHING AND TEXTILES (Clothing II)

In this course students will strengthen skills acquired in the Basic Clothing course. They will use a greater variety of fabrics and more difficult commercial patterns with emphasis on individual figure problems. They will make such projects as plaid skirts or pants, tailored shirts, and children's clothes. A unit in the study of textiles teaches students about natural and synthetic fibers as they are used in our modern world.

Students must purchase all small equipment and materials for construction.

Prerequisite: Basic Clothing

JUNIORS

535 NUTRITION AND HOME NURSING

In this course the students learn basic information about various food nutrients and how to apply this knowledge in planning meals for good health. They also learn about caring for children and other members of the family who may be ill at home.

536 ADVANCED CLOTHING AND TAILORING (Clothing III)

This course is designed for students with a genuine interest in clothes. The students learn more complicated methods of construction and tailoring as they make such projects as dresses, evening gowns and coats or suits, according to their needs and abilities.

Students must purchase all small equipment and materials for construction.

Prerequisite: Clothing and Textiles

537 CHEF'S COURSE

This course is for juniors and seniors who might be interested in becoming cooks or chefs. They learn some of the basic principles involved in planning, preparing and serving simple meals and are given some information on nutrition and purchasing of foods.

538 CHILD DEVELOPMENT

Students in this course will study the growth and development of children from birth to age six. Part of their time will be spent observing children in the nursery school on campus.

SENIORS

545 QUANTITY COOKERY

Students in this course will have on-the-job experiences in restaurant practices and procedures as they operate a snack bar, which will be available to members of the faculty.

Prerequisite: Chef's Course or Foods I (Not available until Sept. 76)

546 CAREER SEWING (Clothing IV)

This course is planned for students who desire to create wardrobes for their working careers or clothing for their future families and also for those who wish to derive their livelihood from sewing. The students will learn to make simple alterations to ready-to-wear garments and also to modify basic patterns according to their own designs.

Students must purchase all small equipment and materials for construction.

Prerequisite: Advanced Clothing and Textiles

547 HOME AND FAMILY LIVING

This course helps to prepare seniors for life in their present and future families. They study such subjects as personality, citizenship, choosing and decorating home, money management, child care and retirement planning.

548 CHILD CARE

Students will have practical experience in planning for and working with children of various ages in the nursery school on campus or other selected school situations.

Prerequisite: Child Development (Not available until Sept. 76)

549 APARTMENT LIVING

This course is geared for young people who will be living away from home. The students will study meal planning and preparation, money management, clothing, both ready-to-wear and simple construction and home decoration.

SCIENCE DEPARTMENT

712 ASTRONOMY (Stars)

Astronomy is a first year course about the universe. It will be taught in the Planetarium. It will be open the first year to all interested students in the high school. Emphasis will be on our own solar system and the stars that fill the sky.

713 BIOLOGY BSCS (Yellow Version for Freshmen)

This is similar to regular Yellow Version Biology but is designed for top science students from the eighth grade.

Must be recommended by guidance.

714 ACADEMIC EARTH SCIENCE

This course will be the same as Earth Science. The pace will be faster and the topics covered will be more detailed. Students who have shown an aptitude in Science should elect this course.

715 EARTH SCIENCE (Grade 9)

Freshman Earth Science is a labratory oriented course open to all students. The course is modeled after the Earth Science Curriculum Program. The subjects presented in the course are designed to give the student an understanding of the physical world in which we live. The student will learn to identify the different kinds of landforms, how they were made, what forces are working on them and how they are used by man. The student will come to appreciate his environment both past and present and come to understand the importance of our natural resources and the necessity to conserve them. In the course the student will develop skills in the scientific method and the use of labratory equipment. Freshman Earth Science is a five credit course. Students interested in continuing in this area should elect B.S.C.S. Green Version Biology, Chemistry, and Senior Earth Science and Geology.

718 INTRODUCTORY PHYSICAL SCIENCE (IPS)

Introductory Physical Science is a course designed for the better-than-average student. Emphasis is placed on the laboratory approach. In this course, each student learns by making his own observations and drawing his own conclusions.

The students are involved in a series of experiments throughout the year, learning by drawing conclusions from their own work. In addition to the basic principles of science, the student learns to use laboratory equipment and tools with skill and caution. The student becomes well prepared for other laboratory courses and for independent investigation and research as he approaches the more advanced studies. Many topics in the fields of Earth Science, Biology, Chemistry, and Physics are covered in this course.

723 BIOLOGY BSCS YELLOW VERSION (Grade 10)

This course is designed to prepare students for college, for advanced study in biology and other areas, by course content and approach. It introduces the lecture — discussion method and note taking by students. Students are also taught to work effectively on individual projects of laboratory investigation and research. They are accustomed with a variety of testing procedures used in college classes. Emphasis is on individual thinking, study, and work of the student. The BSCS Yellow version presents a modern biology program with an emphasis on cellular and molecular biology as well as traditional content on plant, animal and human anatomy, physiology, and taxonomy. Genetics and evolution are also main topics of the course. This course is laboratory oriented. The majority

of class time is spent completing and discussing laboratory investigations coordinated with the textbook chapters.

724 BIOLOGY BSCS GREEN VERSION

The course is designed for students with high ability and the intention to go on to college.

The course emphasis is on ecology and the relationships among different organisms in nature, with consideration of some of the major problems in our world today, such as pollution, conservation, etc.

725 ACADEMIC BIOLOGY

College Biology is a course designed to prepare students for college by its content and approach. It presents a modern biology program with an emphasis on the traditional content of plant, animal, and human anatomy, physiology, and taxonomy and with a good introduction to the new cellular and molecular biology. A good foundation in human biology, disease, genetics, etc. is given in the event that a further biology course will not be taken.

This course introduces the lecture-discussion method and note-taking in a limited way. It also accustoms the student to reading current magazine and newspaper articles on biology topics.

This is a college preparatory course and also a good final biology course at the same time. It should be taken by students with the intention of going on to college. However, it could also be taken by non-college students with high ability who desire the knowledge and intellectual stimulation.

728 BIOLOGY

General Biology is a course designed to give the average student a background knowledge in botany and zoology with special emphasis on the human body and its systems, including the study of disease and genetics.

Emphasis is placed upon general principles and practical facts and applications of material studied. Group laboratory work and general discussions are used rather than individual work. The pace is slower than in the college biology courses.

This is an excellent terminal course for a good understanding of the functioning of the human body and of the interrelationships of organisms in our environment. This is a practical course for general students and should not be taken by college-bound students as a background for further biology study is not given.

729 ANATOMY AND PHYSIOLOGY

This course would be given to students who have had a course in Biology. Students going into Nursing, Medicine or associated courses would benefit. The first half year will be spent in studying the make-up of the human body. The second half would be concerned with how it functions. There will be laboratory work to go along with the class work.

735 CHEMISTRY I (Grade 11)

This course is designed to acquaint the student with the chemicals that play a part in his life and to help him better understand his environment and its changes. Laboratory experiments have a most important role in the course.

Modern theories of the atom are discussed, especially the role of the atom in chemical changes. Energy changes in chemical reactions, the concept of the mole in chemical equilibrium, and the atomic table are main topics. A study of organic chemistry is also included.

This course gives a student the background to answer many questions pertaining to his environment.

738 CHEMISTRY STUDY

Experimental foundations is for the above average student. Experimentation is the vehicle for presenting chemistry as it is today. Unifying principles are developed from experimental observation. Through the use of such principles you avoid seemingly endless memorization and chemistry emerges as a science rather than a mass of information. The cornerstone of modern science — the development of principle from observation — is the purpose of this course.

739 ELECTRONICS INTRODUCTORY

This course is designed for terminal students who are not going on to an academic institution. The emphasis is on the practical applications of Ohm's Law. Students are taught to read and draw schematic diagrams and to test various pieces of equipment. Tube testers, vacuum tube voltmeters, oscillators, amplifiers, oscilloscopes, and various other pieces of equipment are used in studying radio and television. The triode and radio boards are used as demonstration units.

This is an interesting and practical course usually taken by general students.

744 GEOLOGY Grade 12

Senior Earth Science and Geology is an academic course designed to prepare the student for their college science requirement. This course is an alternative elective to Physics, Chemistry or Biology during their freshman year of college. The course is open to non-science oriented students as well as to those who plan to major in Physical, Biological or Earth Sciences. This course should develop a firm foundation and background for many professional careers. The course is labratory oriented and is a five credit senior elective. The course covers the following topics: Paleontology, Geomorphology, Hydrology, Limnology, Oceanology, Minerology, Petrology, Meterology and Climetology. Students interested in electing this course should have had at least two years of Math and one year of Biology and Chemistry and have maintained at least a B average in Science before electing this subject.

745 MODERN PHYSICS

This course is designed to acquaint the student with traditional physics. It covers the topics of mechanics, heat, light, sound, and electricity. Much of the same format as in college physics is used and many of the college physics films are studied.

Laboratory work is an integral part of this course. Much of the advanced experiment equipment for PSSC Physics is used. The math work, problem solving, and open ended laboratory work for the PSSC Physics is more limited in this course. It should be taken by the average college-bound student.

746 PSSC PHYSICS

This course is designed for the top students. Basic physics concepts and topics are taught in the light of modern development. The course emphasizes problem solving. The laboratory work is original and open-ended to teach the students to think. A strong mathematics background is helpful in the problem work.

The purpose of the course is to prepare students who intend to continue in the field of science.

Also, it is designed to acquaint students generally to a college-like environment.

747 PHYSICAL SCIENCE

Physical Science is a fourth year course designed primarily for students not going on to further education. Concepts in Physics and Earth Science are stressed. Mathematics is kept at a minimum.

The terminal student is exposed to fields that he or she has not encountered in the past but probably will encounter in the future. Students are expected to keep abreast of new happenings in the science world. Concepts are discussed relating to the industries of our area especially.

Although the course is designed for terminal students, academic students may also elect it. Academic students taking this course usually have a poor background in mathematics. They feel unable to complete successfully a course in college physics, but wish to gain as much science background as possible for future studies.

748 CHEMISTRY II

Chemistry II is a course designed to better prepare our students for college chemistry. Concepts previously discussed in Chemistry I will be discussed in much greater detail, on a college level. This course will better prepare students planning a career in any science or nursing.

Prerequisites: High grades in Regular Chemistry

749 ELECTRONICS II Grade 12

This course is designed for those students who intend to further their studies after graduation. The course covers both theoretical and experimental approach to electronics. During the two year duration more than 40 experiments will be completed illustrating the basic laws of electricity and magnetism and electronic units such as oscillators, amplifiers, multivibrators, etc. . .

This course will be intensive and will require a pre-requisite of algebra. Opportunity will exist for the interested student to complete interesting and useful projects during the course. It is highly recommended for students intending to go into any related technical field such as data processing, physics medical technician, etc. . .

ADVANCED SENIOR PROJECTS Grade 12

This course is open to seniors who have had three years of Science. They will work on a special project of their own choosing. It would be under the direction of a teacher or other specialist in the area chosen. They may use the Vivarium, Planetarium or other special areas if their project calls for it.

Subject to approval of *Science Coordinator* and *Committee.*

MUSIC COURSES TO BE GIVEN AT TAUNTON HIGH SCHOOL.

818 TREBLE CHORUS

Open to all Freshmen, Sophomore, and Junior GIRLS. This group will be a prerequisite for membership in the Concert Choir, and will operate as a portion of it by participating in Concerts with it. (X block) 5 periods per week 2½ credits.

828 CONCERT CHOIR

A select mixed (boys and girls) CHOIR. Admission by audition of the Choral Director. All BOYS will be members of this group, and the number of girls shall be determined by the balance between Boys and Girls voices. The school's prestige choral performing group. (A block) 5 periods per week 2½ credits.

834 HARMONY AND THEORY

A must course for future music majors, and those wishing to be able to write music. An instrumental or vocal background is needed. (C block) 4 periods 5 credits. Juniors and Seniors.

817 MUSIC APPRECIATION

Open to all students (9-12). A course designed to learn just what it is that makes music so interesting to us. It will cover: instruments, composers and listening to all types of music; Orchestra, Band, Jazz, Choral, Electronic, Opera, Avant Garde, Dixie, Rock, and whatever happens. . . 4 periods 2½ credits.

809 BAND

The band has as its primary objective the developing of young musicians to take their places in the musical life of the community. The band performs at various athletic events. school assemblies, concerts, and community functions.

810 MUSIC HISTORY I (All Students)

This course would be aimed at Music Majors and would trace music from Antiquity to approximately 1900 (end of the Romantic Period). The text has 20 Chapters: approximately two weeks allowed for each chapter, with an exam to be given at the end of each chapter. Study questions are to be given at the beginning of each Chapter, and the exams will be taken from them. The class will be supplemented with various recordings and books dealing with each period of time. All Students.

820 MUSIC HISTORY II (Sophomores, Juniors, Seniors)

This course would be concerned with what we term as MODERN MUSIC, would start dealing with the music of Richard Wagner . . . A background of MH would be of some help, but is not needed. The text has 16 Chapters: approximately 3 weeks each. Study questions to be given at the beginning of each chapter, with an exam to be given at the end of each chapter. The class will be supplemented with recordings and books dealing with this time period. Sophomores — Juniors — Seniors.

830 MUSIC COMPOSITION, INSTRUMENTATION, THEORY (Juniors, Seniors)

A course aimed at the actual writing of music for various combinations of instruments or voices. Even though it is not absolutely needed, having had MUSIC HARMONY & THEORY would be a valuable help for the composition student.

The course would begin with the first semester being devoted to Instrumentation: the study of instruments, their ranges, sounds and problems. Semester two would be concerned with the use of these instruments in their sections and the methods of scoring for them. Semester three would be concerned with the combining of the various section and struments; and the final semester would be concerned with an individual project in a particular field that the student is interested in. It must be understood that this course in no way can teach actual composition: this is a field of individuality, but the class can give them the tools to construct the music which they as individuals hear. Juniors — Seniors.

INSTRUMENTAL INSTRUCTION (Individual and Small Group)

Lessons will be offered on instruments such as Tuba, Bassoon, Oboe and other instruments which are not ordinarily taught at the Elementary school level.

Other instrumentalists may also enroll in the program. *Interested students should contact the instrumental music teacher to arrange a time schedule* for these lessons. Freshmen — Sophomores — Juniors — Seniors.

VOCAL INSTRUCTION (Small Groups)

This course is designed for small group singing such as quartets, trios and other combinations.

Students who desire extra assistance with choral music may also enroll. Students who intend to compete at various music festivals would find the course beneficial.

Interested students should contact the vocal instructor to make arrangements for the course. Freshmen — Sophomores — Juniors — Seniors.

ART DEPARTMENT

915 DRAWING AND PAINTING Art I (Grade 9)

This course is a basic exploratory course in the art elements of lettering, figure construction, color, design, perspective and nature study.

The art elements will be introduced in a variety of art media, pencil, charcoal, pastel or colored chalk, colored paper, water-color, tempera paint.

925 DRAWING AND PAINTING Art II (Grade 10)

A continuation of Art I, this course presents the basic art elements with all of the art media and processes of Art I, also the process of tye-dye and Batik and printing.

926 CERAMICS AND CRAFTS I

A pre-requisite to this course will be Drawing and Painting Art I. This course will include basic weaving on box looms, frame looms and commercial professional looms for belts, handbags, clothing, table runners, wall hangings, or woven cloth, original and standard patterns for other use.

This course will be composed of basic methods of clay and glazing, pinch pots, slab, roil methods and press molds. There will also be the processes of under-glass, over-glass, hand decoration, spraying, wire sculpture, paper-mache and Paris-craft.

989 ART APPRECIATION

This course may be elected by all students.

The first semester will deal with the study of the history of civilization, history of art, lives of artists, reproductions of paintings and sculpture. Also, the periods of the Renaissance, German, Flemish, Impressionist, Post Impressionist, Cubist, Modern and Contemporary Schools.

The second semester will present the history of architecture, the Greek Classical, Romanesque, Gothic, Skyscraper and Contemporary Styles. The lives of famous architects will be reviewed. This semester will also be devoted to the art and architecture in the environment.

The third semester will offer modern design in furniture, clothing and other methods, processes and techniques of the Crafts, Ceramics, Jewelry Making, Enameling, Weaving and others.

The fourth semester will be the integration of art with the humanities, community, social studies, drama, dance, poetry and others.

935 DRAWING AND PAINTING Art III (Grade 11)

Students entering this course will experience growth with the extension of Art I and Art II. Art elements, media and processes will also include the various techniques of the graphic arts of printing, block-printing; etching, lithography, silk screen print-making with crayon, stencil, paper, liquid block out and film methods. Paper construction will be two and three dimensional.

936 CERAMICS AND CRAFTS II 1976-1977

Prerequisite: Ceramics, Craft I

Weaving will be continued from Crafts I.

Leather crafting and tooling will consist of the skill of making belts, handbags and wallets.

Ceramics will follow Crafts I. Instruction will be given in the basic methods of clay with emphasis on mold making, hand decoration and glazing.

937 ENAMELING AND JEWELRY I 1976-1977

A pre-requisite to this course will be drawing and painting I.

In enameling, beautiful, colorful, enameled dishes, jewelry, pendants, earrings and pins will be made on copper.

Silver and copper will be worked in the jewelry class to make original pins, rings, bracelets and pendants.

945 DRAWING AND PAINTING Art IV (Grade 12)

Advanced drawing and Painting will offer a creative course, with the advantage of skill in executive serigraphs or multi-colored silk screen prints. Also, oil, acrylic watercolor painting and advanced drawing, students will become proficient in all art media and methods.

946 CERAMICS AND CRAFTS III 1976-1977

Advanced projects in leather tooling and weaving will be offered.

Students will make large pots, sculpture, hand methods, mold making and the potter's wheel. All decorating methods will be achieved.

947 ENAMELING AND JEWELRY II

In Art II, enameling, larger bowls and jewelry pieces will be decorated and fired in the kiln. All methods of glazing, Cloisonne, agraffito, over-glaze, metal foil and embossed line will be experienced. History of enameling will be reviewed.

Jewelry art II will consist of all jewelry pieces listed in jewelry art I. In addition stones will be set, it will encompass the study of hammered metal bows, abstract junk and metal sculpture.

ADVANCED ART IV

The advanced art will be a course for talented students who elect Art for four years. It will be for students planning to enter Art Colleges. With approval of co-ordinator.

PHYSICAL EDUCATION DEPARTMENT

910 BOYS—FRESHMAN

The required program for all Freshman boys at Taunton High School will consist of —

Soccer
Physical Fitness Testing and Dance
Beginning Gymnastics
Track and Field
Wrestling
Swimming

920 BOYS—SOPHOMORE

The required program for all Sophomore boys at Taunton High School will consist of —

Soccer
Physical Fitness Testing and Dance
Beginning Gymnastics
Track and Field
Wrestling
Swimming

930 BOYS—JUNIOR

The required program for all Junior boys at Taunton High School will consist of —

Flag Football
Physical Fitness Testing and Badminton
Advanced Gymnastics — 2 sections
Basketball
Swimming

940 BOYS—SENIOR

The required program for all Senior boys at Taunton High School will consist of —

Flag Football
Physical Fitness Testing and Badminton
Advanced Gymnastics — 2 sections
Basketball
Swimming

911 GIRLS—FRESHMAN

The required program for all Freshman girls at Taunton High School will consist of —

Swimming
Beginning Gymnastics
Field Hockey
Dance
Track and Field
Tennis

921 GIRLS—SOPHOMORE

The required program for all Sophomore girls at Taunton High School will consist of —

Swimming
Beginning Gymnastics
Field Hockey
Dance
Track and Field
Tennis

931 GIRLS—JUNIOR

The required program for all Junior girls at Taunton High School will consist of —

Swimming
Advanced Gymnastics
Badminton
Lacrosse
Physical Fitness
Soccer — Speedball

941 GIRLS—SENIOR

The required program for all Senior girls at Taunton High School will consist of —

Swimming
Advanced Gymnastics
Badminton
Lacrosse
Physical Fitness
Soccer — Speedball

APPENDIX P

Goal Preference Forms

138-144

GOAL PREFERENCES

The following statements basically represent the goals for your present school program.

Please rank each statement to indicate how strongly you prefer each goal to be achieved by the program. For example, give the rank of 1 to your strongest preference, the rank of 2 to the next strongest, etc.

If you have other goal preferences add them to the list below and rank them among those already given. Thank you.

Rank	Goals
____	To help you know your abilities and strong areas.
____	To make teachers, housemasters, and the headmaster aware of the needs of students with a hearing loss.
____	To give you a class schedule that meets your individual needs.
____	To give you and your parents regular progress reports.
____	To help you to participate in social and extracurricular activities at T.H.S.
____	To help you make decisions about your future.
____	To place you in regular classes whenever possible.
____	To help you to improve your speech and English grammar.
____	To give you tutoring in your subjects.
____	To have your resource teacher work closely with your other teachers for your benefit.

****

Add and rank any other goal expectations which you may want the program to accomplish.

____

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GOAL PREFERENCE

The following statements basically represent the goals for the hearing impaired program located at the new Taunton High School.

Please rank each statement to indicate how strongly you prefer each goal to be achieved by the program. For example, give the rank of 1 to your strongest preference, the rank of 2 to the next strongest, etc.

If you have other goal preferences add them to the list below and rank them among those already given. Please return your completed form in the stamp-addressed envelope provided. Thank you.

Rank	Goals
____	to help each student develop greater awareness of his/her abilities and potentialities.
____	to make regular classroom teachers and the administrators of Taunton High School aware of the needs of the hearing impaired student.
____	to provide each student with a school schedule that meets his/her specific learning needs.
____	to keep each student and his/her parent informed of student progress.
____	to make available to each student the opportunity to participate in the social and extracurricular activities of the high school.
____	to provide each student with personal and academic counseling.
____	to enroll each student in regular classroom subjects whenever possible.
____	to help each student maximize his/her language and communication skills.
____	to offer each student, as needed, supportive assistance such as academic tutoring, reading instruction, speech instruction, etc.

(continued)

Rank	Goals
___	to have the staff of the hearing impaired program work in close combination with other specialists, the administrators, and regular classroom teachers of the high school for the benefit of each student.

****

Add and rank any other goal expectations which you may want the program to accomplish.

___

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_____
(Name)

GOAL PREFERENCES

The following statements basically represent the goals for the hearing impaired program recently initiated here at the new high school.

Please rank each statement to indicate how strongly you prefer each goal to be achieved by the program. For example, give the rank of 1 to your strongest preference, the rank of 2 to the next strongest, etc.

If you have other goal preferences add them to the list below and rank them among those already given. Thank you.

Rank	Goals
____	to help each student develop greater awareness of his/her abilities and potentialities.
____	to make regular classroom teachers and the administrators of Taunton High School aware of the needs of the hearing impaired student.
____	to provide each student with a school schedule that meets his/her specific learning needs.
____	to keep each student and his/her parent informed of student progress.
____	to make available to each student the opportunity to participate in the social and extracurricular activities of the high school.
____	to provide each student with personal and academic counseling.
____	to enroll each student in regular classroom subjects whenever possible.
____	to help each student maximize his/her language and communication skills.
____	to offer each student, as needed, supportive assistance such as academic tutoring, reading instruction, speech instruction, etc.

(continued)

Rank	Goals
____	to have the staff of the hearing impaired program work in close combination with other specialists, the administrators, and regular classroom teachers of the high school for the benefit of each student.

****

Add and rank any other goal expectations which you may want the program to accomplish.

____

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_____
(Name)

APPENDIX Q

Faculty Memorandum

145-147

Memorandum to: All Coordinators

From: Kathleen Roth - Services for the Hearing-Impaired (C208)

Attached to this memo is a memorandum to all faculty and staff regarding guidelines for working with hearing-impaired students.

I am most interested in informing all of the faculty members of the existence of this program. With this thought in mind, I would like to make myself available for departmental meetings to further explain the program and answer any questions which the faculty may have.

If you feel that your department would be interested in such a brief meeting I will be more than happy to meet with them, perhaps for a short period of time during a regular department meeting, since this seems to be the most convenient time.

Thank you for your assistance and please do not hesitate to contact me should it be necessary.

Memorandum to: Headmaster and All Staff, Taunton High School
From: Kathleen Roth - Services for the Hearing Impaired
Re: Guidelines for Hearing-Impaired Students

There are presently four students with identified hearing impairments who are participating in the program housed in C-208. Three of these have been "mainstreamed" into regular classes for most of the day.

Those students who are mainstreamed have moderate hearing losses and are able to communicate intelligibly. I would like to share a few thoughts with you, regarding these students:

1. Because of their hearing losses, these students are naturally visually-oriented. They must see your face to know what you are saying. Please situate them near the front of your class.

2. If they miss something that has been said, they might not know they missed it or they might be too shy to say so.

3. These students cannot lipread the P.A. system, and often miss particulars. If an announcement is made during class please repeat it for the benefit of the hearing impaired student. Please refer to houses by color, as this is visual, and "B", "C", and "D' all sound and look alike.

4. If a hearing-impaired student has been issued a pass to a rest room and a fire drill or other crisis arises, it may be necessary to make a quick check of the rest rooms.

5. All of these students have hearing aids, although you can't see them due to current hairstyles. Occasionally they don't work for one reason or another. This is checked in the attendance room and the student should, but may not, indicate to you that the aid is not working.

6. Other than hearing loss, there is nothing wrong with these students; they are expected to arrive at your class on time and to keep up with the material. You are not expected to "water down" anything or to make modifications other than those suggested above.

7. If you have any problems or questions, no matter how trivial they may appear, pertaining to a hearing impaired student, please bring it to my attention.

The services of this program include: tutoring; remediation; complementary or supplementary work; speech and language correction; and interpreting for any new students who might rely on sign language. Also, if you have students whom you suspect may have a hearing loss, and who could perhaps benefit from this program, please inform me and the necessary steps will be taken to assist the student.

8. If any of your classes or students are interested in learning sign language, or the finer parts of the ear and its function, or any related area dealing with hearing impairment, I am available as a resource person.

As a final point, I would like the following questionnaire completed, detached and returned to me (C-House) at your convenience. No penalty is levied for honesty; if you already have a hearing impaired student in your class, answer the way you would have anyway (as if you didn't have this student).

Thank you for your assistance,

Kathleen Roth

---

1. If given the option, would you be amenable to having a hearing impaired student in your class?

2. Do you feel that your approach or manner of teaching would lend itself to a hearing impaired student's success?

3. Would the presence of a specialist in your classroom (i.e. teacher of the deaf or interpreter) make you uncomfortable while you were in the process of teaching?

_____
Name of Teacher

_____
Name of Subject

APPENDIX R

Regional In-Service Institute

148-149

R.E.A.D.S.

Regional Educational Assessment & Diagnostic Services, Inc.
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-5034

Robert K. Hartman, Ph.D.
Executive Director

April 9, 1976

Mr. Edward Aleixo,
Superintendent
Taunton Public Schools
Cohannet School
Taunton, MA 02780

Dear Mr. Aleixo:

This letter is in follow-up of our recent conversation regarding the use of Taunton High School on May 22, 1976. The enclosed mock-up brochure describes the institute that we would like to present on that date in Taunton.

We anticipate that we will have two to three hundred people turn out for this presentation and will need a meeting room capable of handling at least that number; preferably one that could allow for an unexpectedly large turn out.

We are planning a luncheon and would need to have available the cafeteria area. Present plans call for a catering service to prepare a buffet.

The afternoon program would continue in the cafeteria area with representatives from the various programs in the Southeast conducting round-table sessions at cafeteria tables.

R.E.A.D.S., Inc. will be willing to pay any costs you feel will be incurred in order to allow our use of the facilities. For example, if additional custodial help is necessary to clean up the cafeteria, then we will pay for that help.

I appreciate your willingness to cooperate with R.E.A.D.S. and the State Department of Education in this program. I believe it reflects positively on the Taunton Public Schools. It will give many parents and professionals in the Southeast region an opportunity to view those facilities.

Please let me know as soon as possible if any difficulties arise concerning our use of the facilities on that day.

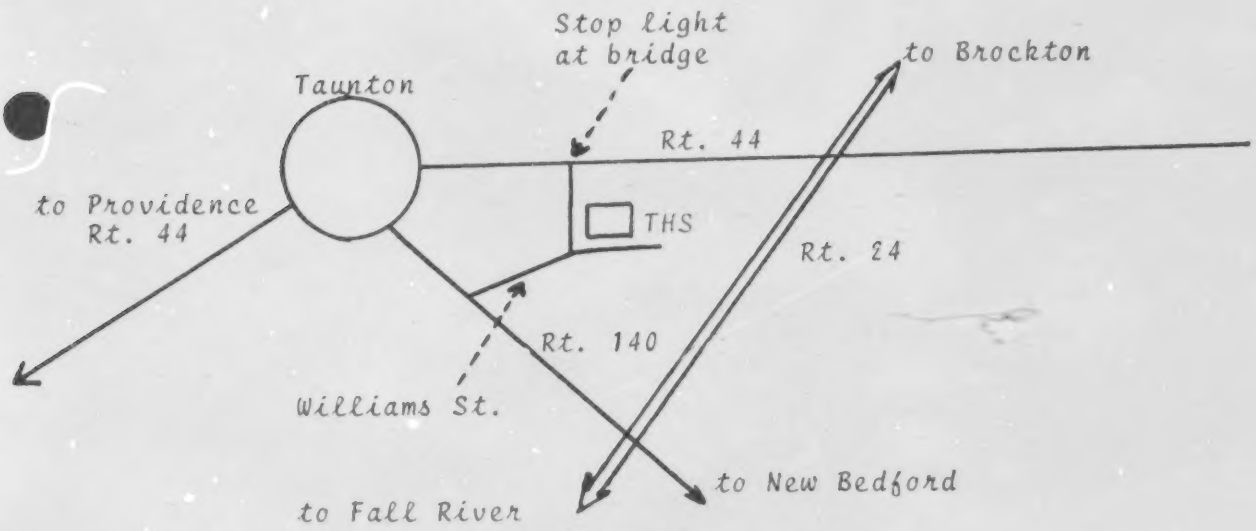
Sincerely,

Bob

RKH/br
Enc.
CC: Mr. Edward Lynch
Director, Pupil Personnel Services

Robert K. Hartman, Ph.D.
Executive Director

Directions to Taunton High School



An Invitation to Taunton High School for.....

An Institute On

PUBLIC SCHOOL PROGRAMS FOR HEARING-IMPAIRED STUDENTS

in

SOUTHEASTERN MASSACHUSETTS

May 22, 1976

Co-sponsored by: Southeast Regional Center; State Department of Education
Mr. Benoit Charland, Project Director, Division of Special Education
Regional Educational Assessment & Diagnostic Services, Inc.
Dr. Robert Hartman, Executive Director

Supported by: PL 89-313 (ED-MA-76-47)

Regional Educational Assessment & Diagnostic Services, Inc.
Lakeville Hospital
Lakeville, Massachusetts 02346

_____

_____

_____

R.E.A.D.S.

PROGRAM

8:30 - 9:00	Registration & Coffee	
9:00 - 9:45	Dr. Joseph Rosenstein	The Comprehensive Plan for the Education of Hearing Impaired Childre and Youth in Massachusetts and Its Meaning to the Southeast Region
9:45 - 10:15	Mr. Robert Reardon	The Hearing Aide Program of The Mass-achusetts Department of Public Health
10:15 - 10:45	Mrs. Lucille Vose	The Southeast Conference for the Deaf
	Mr. Fred Dolloff	The Massachusetts Parents Association for the Deaf and Hard of Hearing
10:45 - 11:00	Coffee	
11:00 - 11:30	Mr. Jack Levesque	Massachusetts Rehabilitation Services for the Deaf
11:30 - 12:00	Dr. John Stahl	The Hearing Impaired Child and the Family
12:30	Luncheon & Keynote Address	
	Speaker: Kathryn B. Horton Of: The Bill Wilkerson Hearing & Speech Center Nashville, Tennessee	
2:00 - 3:00	Mr. Robert Fantasia	Introduction of representatives from public school programs in the South-east Region. Each will briefly describe their respective programs. Brockton, Duxbury, Fall River, Middleboro, New Bedford, Orleans, and Taunton will be represented.

REGISTRATION FORM

I/We plan to attend the institute. Please reserve _____places for the luncheon.* (Please list below):

NAME ADDRESS

1. _____
2. _____
3. _____
4. _____

*Please remit $4.00 for each reservation. Make check payable to "R.E.A.D.S."

NOTE: Interpreters will be present

APPENDIX B

Workshop: Mainstreaming Hearing Impaired Students

150

MAIL ADDRESS
P. O. BOX 29
MIDDLEBORO, MA. 02346

The Commonwealth of Massachusetts

Department of Education
Southeast Regional Center
Route 105, Lakeville, Mass.

March 10, 1976

Mr. Edward J. Lynch
Director
Pupil Personnel Services
Taunton Public Schools
Cohannet Street
Taunton, Massachusetts 02780

Dear Mr. Lynch:

We at the regional office are happy to work with you in planning and organizing the day long institute on hearing impaired children. This activity is harmonious with the intent of the federal grant that you developed.

I have been in touch with both Dr. Hartman and Mr. Drew concerning this endeavor and feel confident that this phase of your activities will be a credit to your joint regional efforts.

Dr. Joseph Rosenstein has assured me that he has been able to arrange to have Dr. Kay Horton of Tennessee, a recognized authority on identification as the principal presentor.

This program will receive statewide announcements via Dr. Rosenstein's office. Additionally, he has agreed to "keynote" the day.

It is my desire that you and your teacher, Mrs. Kathleen Roth, conduct a workshop session with particular emphasis on "Secondary School Mainstreaming of Hearing Impaired Students."

Again my personal commendations for your part in making viable this program that opens educational opportunities for the Special Needs Child with impaired hearing.

Sincerely,

Robert Fantasia

Robert Fantasia
Regional Planner
Hearing Impaired

RF:bm
P.S. The date had to be re-scheduled to accommodate Dr. Kay Horton's plans. The new date is May 22, 1976.

APPENDIX T

Parent Progress Report Form

151

TAUNTON PUBLIC SCHOOLS

DIVISION OF PUPIL PERSONNEL SERVICES DEPARTMENT: _____

PUPIL PROGRESS REPORT

NAME OF STUDENT: _____ AGE: _____ Years _____ Months

SCHOOL: _____ GRADE PLACEMENT: _____

PERIOD OF: _____ to _____

PROGRESS OBSERVATION:

RECOMMENDATIONS:

_____
Signature of Teacher

_____
Date

APPENDIX U

School Notices and Guidance Bulletins

152-154

Tuesday, December 16, 1975 PLEASE POST

NOTICE SHEET

Tonight is the dedication of the Field House to Mr. Clarence "Joe" Rabouin. We would like to have as many teachers and students as possible show up for this ceremony. PPG

LIVING DRAMA: Students, your orders are in. Please pick them up as soon as possible for delivery. JK

HOME ECONOMICS CLUB: Meeting at the close of school today in A-106. MC

SWIM TEAM: The THS swim team will hold their first meet today at Middleboro. The meet starts at 4 p.m. Good luck swimmers! AD

LATIN CLUB: There is a meeting Wednesday after school. MB

DEBATE CLUB: Meet in the main lobby immediately after school today for the trip to Somerset. WH

HISTORY CLUB: There will be a meeting after school tomorrow in Rm B-313. WH

LITERARY CLUB: There will be a social meeting in the Library at the close of school today. BBA

JUNIOR RED CROSS: Important meeting of all members at the close of school today in S-105. All members must attend this meeting. LN

GIRLS LEAGUE: Meeting Thursday to make final plans for the Christmas party. Don't forget can goods for Project Happiness. LT

SOPHOMORES: There will be a meeting of ALL sophomore class officers and home room representatives today at the close of school in C-210. Plans for a money raising cake sale will be finalized. JM

STUDENT COUNCIL: Meeting during first X Block today in D-LGI. JT

BOWLING LEAGUE: We meet Tuesdays (today) in Room S-101 at 2:15. If you still want to join, today is the last day to sign up. CB

ICE SKATING: Does anyone at the high school enjoy skating? If so, we have a time for you...Thursday at the state rink from 3 - 4 p.m. No cost unless you rent skates for 50¢. CB

STUDENT TICKETS: ($1.00) for tonight's basketball game against Coyle-Cassidy will be on sale in the 2nd floor main lobby before and after school today. No student tickets will be sold at the game. Adult tickets are $1.25. DG

FREE TENNIS CLINIC is being sponsored by the Athletic Department with films on Thursday at the close of school in D-LGI. All are welcome to attend. This is your opportunity to pick up some important pointers in tennis. AD

SENIORS: Forms for the Elks Scholarship may be received from Mr. Koch in House A Guidance. Only seniors who have excellent grades and are active in extra-curricular areas are eligible to apply. PVK

FACULTY: Thursday will be the last day for tickets for the Golden Pheasant Christmas party. See Mr. Koch or Mrs. Buron. PVK

REHEARSAL will be held during X Block today for the dedication ceremony tonight. An announcement will be made for cheerleaders, band members, majorettes and pep squad members. PPG

GUIDANCE DEPARTMENT
TAUNTON HIGH SCHOOL

WEEKLY GUIDANCE BULLETIN*

SWAIN SCHOOL OF DESIGN: Sophomores, Juniors, and Seniors who are interested in Swain School of Design should sign by Thursday noon in House C Guidance to hear a representative of that school on Friday, March 5th, B Block in the Art Room S-309.

INVITATIONS: Invitations to visit schools and colleges will be publicized in the Weekly Bulletin and Notices will be posted on the Guidance Office Bulletin Board. For further information, when necessary, see your counselor.

REFERENCE MATERIALS - Available in every House Guidance Office

Catalogues are available for technical schools, business schools, junior and community colleges, four year colleges, and special schools. These are for your use and you should avail yourself of this information. To take materials home, sign them out with the Guidance Office clerk and plan to return them within one week.

Reference File contains vocational information on jobs, careers, and professions - type of work, training necessary, hours, salaries, opportunities, etc.

View Deck makes selection of four year schools easier and provides a wide choice range. Ask your Counselor to show you how to use this equipment.

Occupational Deck helps you to ascertain types of careers which will best satisfy your abilities and interests.

Vocational & Educational Information - reference books are available for research on occupations, schools, and colleges.

JOBS: All part-time and full-time job offers that are brought to the attention of the Guidance Office will be posted outside each office so that all students may have an equal opportunity to apply. Students truly interested in jobs should check this list daily, and see B House Guidance Counselor if interested.

WEEKLY GUIDANCE BULLETIN (Continued)*

HAIRDRESSING: Last call for any sophomores (male or female) interested in Hairdressing as a vocation should report to house guidance office before the close of school on Friday.

COLLEGE FAIR: A College Fair will be held at the Springfield Civic Center on March 4th from 9:00 a.m. to 4:30 p.m. and 6:30 p.m. to 9:30 p.m. and on March 5th from 9:00 a.m. to 3:00 p.m. Admission is free and there will be representatives from colleges, universitites, and military academies as well as financial aid officers. See your counselor for further information.

SCIENCE FAIR: Students who wish to participate in the Region III Science Fair should report to S-108 or S-103 or their Science teacher. It will be held March 26, 27, and 28 at the Bishop Connolly High School.

HEALTH CAREER DAY: A Health Career Day will be held on Saturday, March 20th from 1:00 to 4:00 p.m. at Sargent College, Boston University for any students interested in Health Careers. You must furnish your own transportation. Further information and applications available in Central Guidance.

JUNIORS: Juniors who plan to take College Boards in April must apply before February 27th.

JUNIORS & SENIORS: Anyone who is undecided regarding career choice might wish to take an Interest Inventory. Information is available in Central Guidance, 3rd. floor.

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* This is an illustrative bulletin whose content is made up of informational items excerpted from actual bulletins disseminated during the school year.

APPENDIX V

Evaluation Forms: Students, Parents,

Teacher, Building Administrator

155-163

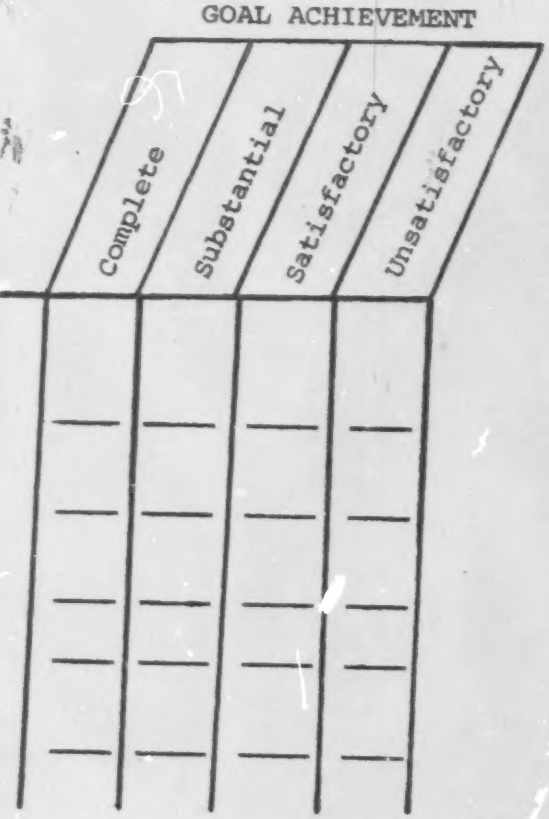
STUDENT EVALUATION

Below are the statements which previously were presented to you as representing the goals for your present school program. To the left are the ranks which you gave for each goal. For example, the rank of 1 shows your strongest preference, the rank of 2 your next strongest, etc.

To the right are four terms which will help you to rate how well you feel each of your ranked goals has been achieved. For each ranked goal please check (✔) only one of the four rating columns.

If you check a goal as unsatisfactorily achieved would you please offer an explanation which would help us to make any necessary changes in the program.

Thank you for your cooperation.



Rank	Goals
___	to help you know your abilities and strong areas.
___	to make teachers, housemasters, and the headmaster aware of the needs of students with a hearing loss.
___	to give you a class schedule that meets your individual needs.
___	to give you and your parents regular progress reports.
___	to help you to participate in social and extracurricular activities at T.H.S.

STUDENT EVALUATION

GOAL ACHIEVEMENT
(continued)

Rank	Goals	Complete	Substantial	Satisfactory	Unsatisfactory
____	to help you make decisions about your future.	____	____	____	____
____	to place you in regular classes whenever possible.	____	____	____	____
____	to help you to improve your speech and English grammar.	____	____	____	____
____	to give you tutoring in your subjects.	____	____	____	____
____	to have your resource teacher work closely with your other teachers for your benefit.	____	____	____	____

STUDENT EVALUATION
(continued)

Would you kindly respond to the following brief questions? For each of your checked (✓) responses please provide an explanation in the accompanying space or on the reverse side of this sheet.

1. Do you feel that the program, in general, has been helpful to you?

Yes _____ : No _____

2. Is there any thing in the present program that you feel could be improved?

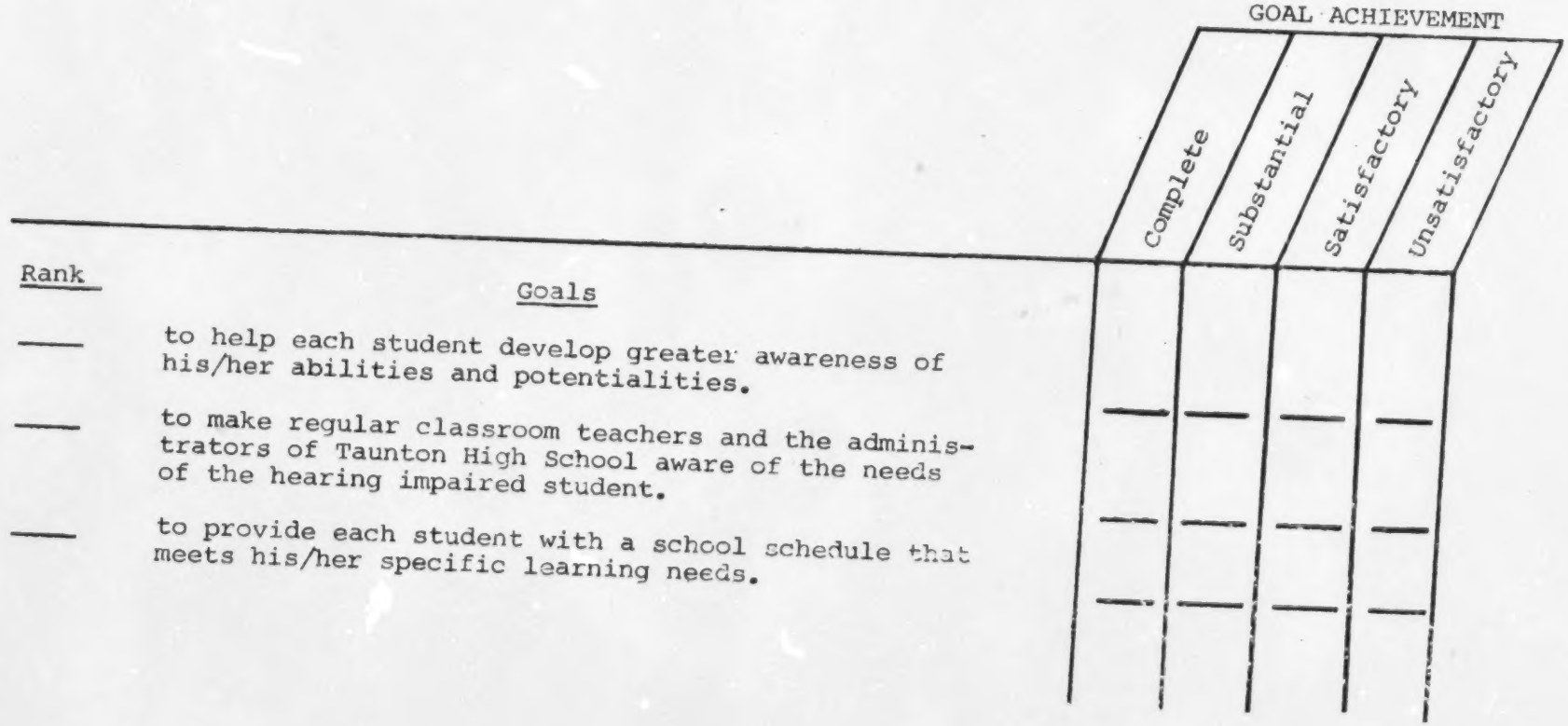
Yes _____ : No _____

PARENT EVALUATION: HEARING IMPAIRED PROGRAM

Below are the statements which previously were presented to you as representing the goals for the hearing impaired program located at the new Taunton High School. To the left are the ranking which you submitted for each such goal. For example, the rank of 1 shows your strongest preference, the rank of 2 your next strongest, etc.

To the right are four terms which will help you to rate how well you feel each of your ranked goals have been achieved. For each ranked goal please check (✔) only one of the four rating columns.

If you check a goal as unsatisfactorily achieved would you kindly provide an accompanying explanation which would help us to make any necessary program adjustments.



Rank	Goals
____	to help each student develop greater awareness of his/her abilities and potentialities.
____	to make regular classroom teachers and the administrators of Taunton High School aware of the needs of the hearing impaired student.
____	to provide each student with a school schedule that meets his/her specific learning needs.

PARENT EVALUATION: HEARING IMPAIRED PROGRAM

GOAL ACHIEVEMENT
(continued)

Rank	Goals	Complete	Substantial	Satisfactory	Unsatisfactory
____	to keep each student and his/her parent informed of student progress.				
____	to make available to each student the opportunity to participate in the social and extracurricular activities of the high school.				
____	to provide each student with personal and academic counseling.				
____	to enroll each student in regular classroom subjects whenever possible.				
____	to help each student maximize his/her language and communication skills.				
____	to offer each student, a needed, supportive assistance such as academic tutoring, reading instruction, speech instruction, etc.				
____	to have the staff of the hearing impaired program work in close combination with other specialists, the administrators, and regular classroom teachers of the high school for the benefit of each student.				

PARENT EVALUATION: HEARING IMPAIRED PROGRAM
(continued)

Would you kindly respond to the following brief questions? For each of your checked (✔) responses please provide an explanation in the accompanying space or on the reverse side of this sheet.

1. Do you feel that the program, in general, has responded to the needs of your son/daughter?
Yes _____ ; No _____

2. Are there any aspects of the present program that you feel could be improved?
Yes _____ ; No _____

PLEASE RETURN YOUR FORM IN THE STAMP-ADDRESSED ENVELOPE PROVIDED. THANK YOU FOR YOUR CO-OPERATION.

_____
(Name)

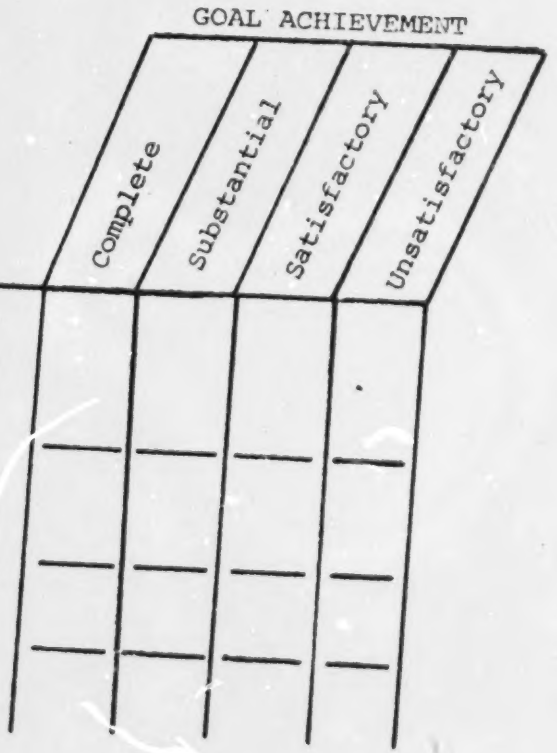
SPECIALIST/ADMINISTRATOR EVALUATION: HEARING IMPAIRED PROGRAM

Below are the statements which previously were presented to you as representing the goals for the hearing impaired program initiated here at the new high school. To the left are the rankings which you submitted for each such goal. For example, the rank of 1 shows your strongest preference, the rank of 2 your next strongest, etc.

To the right are four terms which will help you to rate how well you feel each of your ranked goals has been achieved. For each ranked goal please check (✔) only one of the four rating columns.

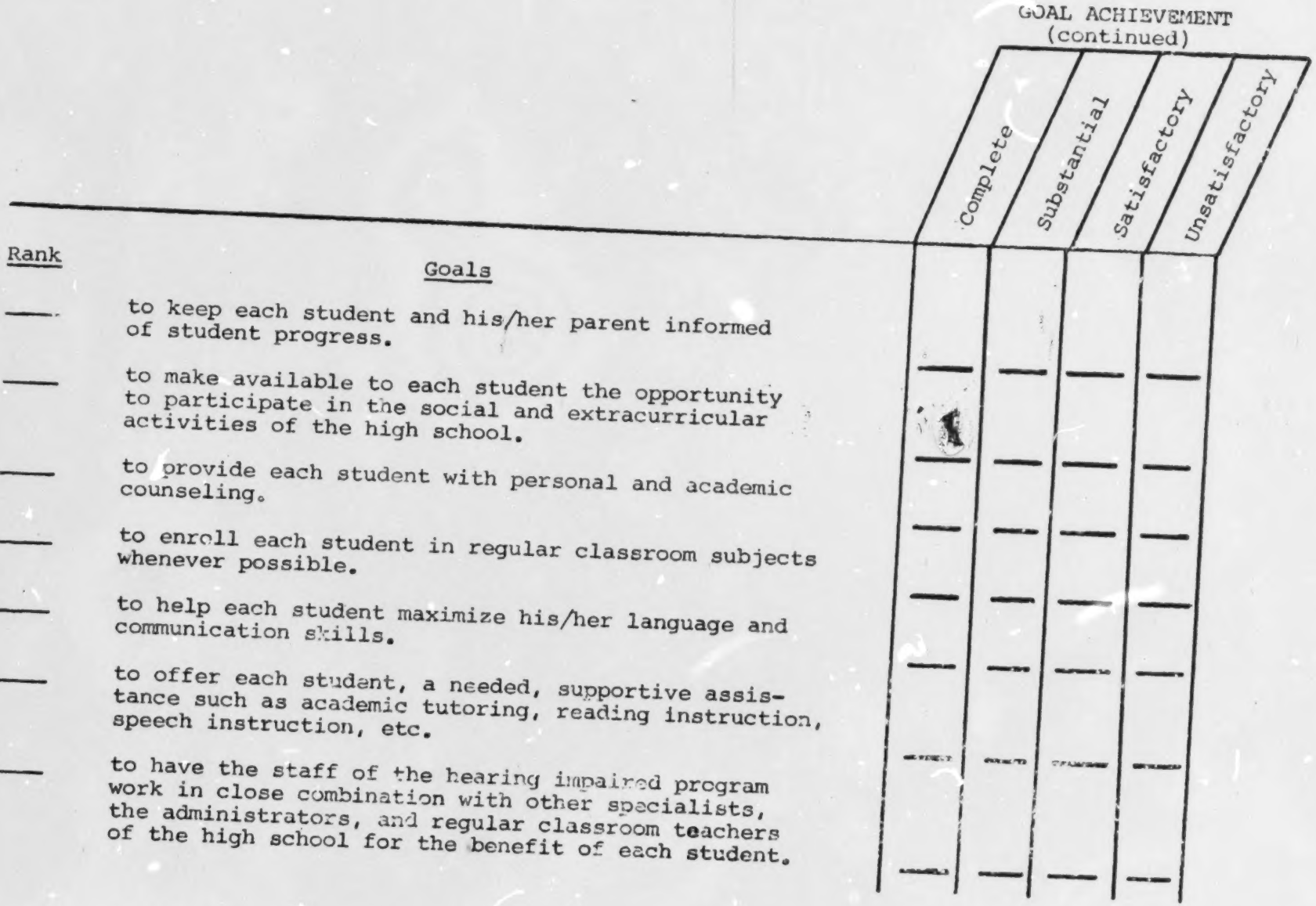
If you check a goal as unsatisfactorily achieved would you kindly provide an accompanying explanation so that together we might implement any necessary program revisions.

Thank you for your cooperation.



Rank	Goals
____	to help each student develop greater awareness of his/her abilities and potentialities.
____	to make regular classroom teachers and the administrators of Taunton High School aware of the needs of the hearing impaired student.
____	to provide each student with a school schedule that meets his/her specific learning needs.

SPECIALIST/ADMINISTRATOR EVALUATION: HEARING IMPAIRED PROGRAM



Rank	Goals
____	to keep each student and his/her parent informed of student progress.
____	to make available to each student the opportunity to participate in the social and extracurricular activities of the high school.
____	to provide each student with personal and academic counseling.
____	to enroll each student in regular classroom subjects whenever possible.
____	to help each student maximize his/her language and communication skills.
____	to offer each student, a needed, supportive assistance such as academic tutoring, reading instruction, speech instruction, etc.
____	to have the staff of the hearing impaired program work in close combination with other specialists, the administrators, and regular classroom teachers of the high school for the benefit of each student.

SPECIALIST/ADMINISTRATOR EVALUATION: HEARING IMPAIRED PROGRAM
(continued)

Would you kindly respond to the following brief questions? For each of your checked (✓) responses please provide an explanation in the accompanying space or on the reverse side of this sheet.

1. Do you feel that the program, in general, has been responsive to the needs of each enrolled student?

   Yes _____ : No _____

2. Are there any aspects of the present program that you feel could be improved?

   Yes _____ : No _____

_____
(Name)

APPENDIX A

Mainstream Rating

164

MAINSTREAM RATING

One of the basic objectives of the program for the hearing impaired students begun this year at the high school is to schedule these students, whenever possible, into regular classroom or school activities. Another equally important objective is to determine how well each such youngster is adjusting to these mainstream experiences. Therefore, as a participating mainstream teacher would you kindly respond to the following series of statements as they apply to

_____.

For each statement please place a check mark (✓) under the most appropriate column heading. Thank you for your cooperation.

	Never	Seldom	Occasionally	Frequently	Always
1. Follows through on assigned tasks.					
2. Observes class rules.					
3. Requests assistance when needed					
4. Easily frustrated.					
5. Demonstrates ability to work independently.					
6. Attends class.					
7. Comes to class on time.					
8. Relates positively with other class members.					
9. Accepts criticism well.					
10. Participates in group activities or projects.					
11. Is attentive.					

Please note on the reverse side any other pertinent observations regarding this student's adjustment to your classroom or activity area.

APPENDIX X

Hearing Impaired Survey Form

165-166

R. E. A. D. S.

Regional Educational Assessment & Diagnostic Services, Inc.

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

September 26, 1975

Mr. Edward Lynch, Director
Pupil Personnel Services
120 Cohannet Street
Taunton, MA. 02780

Dear Mr. ~~Lynch~~ Ed -

During the month of August, notification was mailed to each superintendent and special education administrator that R.E.A.D.S., Inc., in cooperation with the school districts of Middleborough and Taunton, would be providing pre-school and high school educational programs for hearing-impaired children of Southeastern Massachusetts. These programs are funded under a grant; E.H.A. PL-93-380 Title VI-B (ED-MA-76-47). Both programs, now fully operational and available to your school community, represent the initial step in a three-year objective to develop a pre-school through high school regionalized public school program for such handicapped youngsters. With this objective in mind, your cooperation is earnestly requested to help determine the population scope of hearing-impaired school-aged children residing in the southeastern region.

The following survey form, submitted for your completion with the knowledge and approval of the Southeast Regional Office of the State Department of Education, solicits information essential for making the extension of such services realistic and responsive to the real needs of the southeastern region.

Should you have no data to report, kindly make note to that effect across the face of the survey form and return it in the accompanying envelope.

Your response to this request will be greatly appreciated.

Cordially,

Bob

Robert K. Hartman, Ph.D.
Executive Director

RKH:pss

CC: Mr. Edward F. Aleixo, Superintendent of Schools

R. E. A. D. S., I N C.

H E A R I N G I M P A I R M E N T S U R V E Y

SCHOOL DISTRICT: _____ DISTRICT NUMBER: _____

Child	C. A. as of 10-1-75 yrs.- mos.	Sex	Educational Placement (see code)	Source of Funding (see code)	Present Grade Level	**** No Special Program Placement	**** High School Grad	**** Multi-Handicapped
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Educational Placement

Code

1 - Public within District
2 - Public out of District
3 - Private - Day
4 - Private - Residential

Funding

Code

A - Local School District
B - State Grandfathered
C - Parental Placement - Private
D - Other Governmental Agency-

**** Place Check Mark (✓) if Applicable

APPENDIX Y

Survey Computer Printout

167-199

CODE	TOWN
1	ABINGTON
3	ACUSHNET
16	ATTLEBORO
20	BARNSTABLE
27	BERKLEY
36	BOURNE
41	BREWSTER
42	BRIDGEWATER
44	BROCKTON
52	CARVER
55	CHATHAM
62	CHILMARK
72	DARTMOUTH
76	DIGHTON
82	DUXBURY
83	EAST BRIDGEWATER
85	EASTHAM
88	EASTON
89	EDGARTOWN
94	FAIRHAVEN
95	FALL RIVER
96	FALMOUTH
99	FOXBOROUGH
102	FREETOWN
104	GAY HEAD
118	HALIFAX
122	HANOVER
123	HANSON
126	HARWICH
142	HULL
145	KINGSTON
146	LAKEVILLE
167	MANSFIELD
169	MARION
171	MARSHFIELD
172	MASHPEE
173	MATTAPOISETT
182	MIDDLEBOROUGH
197	NANTUCKET
201	NEW BEDFORD
208	NORFOLK
212	NO.ATTLEBORO
218	NORTON
219	NORWELL
221	OAK BLUFFS
224	ORLEANS
231	PEMBROKE
238	PLAINVILLE
239	PLYMOUTH
240	PLYMPTON
242	PROVINCETOWN
245	RAYNHAM
247	REHOBOTH

CODE	TOWN
250	ROCHESTER
251	ROCKLAND
261	SANDWICH
264	SCITUATE
265	SEEKONK
273	SOMERSET
285	STOUGHTON
292	SWANSEA
293	TAUNTON
296	TISBURY
300	TRURO
310	WAREHAM
318	WELLFLEET
323	WEST BRIDGEWATER
331	WESTPORT
334	W.TISBURY
338	WHITMAN
350	WRENTHAM
625	BRIDGEWATER-RAYNHAM
645	DENNIS-YARMOUTH
650	DIGHTON-REHOBOTH
660	NAUSET REG'L
665	FREETOWN-LAKEVILLE X
690	KING PHILIP X
700	MARTHAS VINEYARD REG
740	OLD ROCHESTER REG'L
751	PLYMOUTH-CARVER REG
760	SILVER LAKE X
780	WHITMAN-HANSON REG
810	BRISTOL-PLYMOUTH
815	CAPE COD VOC.TECH
821	GREATER FALL RIVER
825	GREATER NEW BEDFORD
855	OLD COLONY
872	SOUTHEAST
873	SO.SHORE VOC.TECH.
879	UPPER CAPE COD
910	BRISTOL COUNTY AGGIE

LEGEND- REPORT HEADINGS

AGE- REPORTED IN YEARS & MONTHS AS OF 10/1/75

SEX- M=MALE F=FEMALE

ED. =EDUCATIONAL PLACEMENT
1-PUBLIC WITHIN DISTRICT
2-PUBLIC OUT OF DISTRICT
3-PRIVATE- DAY
4-PRIVATE- RESIDENTIAL

FND =SOURCE OF FUNDING
A-LOCAL SCHOOL DISTRICT
B-STATE GRANDFATHERED
C-PARENTAL PLACEMENT-PVT
D-OTHER GOVERNMENTAL AGENCY

GRADE PLACEMENT
1 - 12 GRADE LEVEL
KDG- KINDERGARTEN
SPC- SPECIAL CLASS
PRE- PRESCHOOL
RES- RESIDENTIAL
LIP- LIP READING
NON- NONGRADED
DNA- DOES NOT APPLY

NO-SPP =NO SPEC.PROG.PLACEMENT

GRAD= HIGH SCHOOL GRAD

M.H.= MULTIHANDICAPPED

TOTAL INCIDENTS REPORTED -----	341
TOTAL DISTRICTS REPORTED -----	90
TOT DIST.NO REPORT -----	1
PERCENT OF RETURNS -----.989%	
DISTRICTS-NO INCIDENTS -----	22
TOTAL MALE -----	190
TOTAL FEMALE -----	151
EDUC.PLACEMENT 1 -----	216
EDUC.PLACEMENT 2 -----	45
EDUC.PLACEMENT 3 -----	50
EDUC.PLACEMENT 4 -----	20
NOT SUBMITTED -----	10
FUNDING TYPE A -----	258
FUNDING TYPE B -----	64
FUNDING TYPE C -----	4
FUNDING TYPE D -----	5
NOT SUBMITTED -----	9
NUMBER OF GRADUATES -----	4
NUMBER MULTIHANDICAPPED -----	24

TOTAL GRADE DISTRIBUTION

PRE -----	22
KDG -----	11
1 -----	16
2 -----	34
3 -----	17
4 -----	17
5 -----	23
6 -----	28
7 -----	21
8 -----	30
9 -----	31
10 -----	18
11 -----	16
12 -----	19
13 -----	1
SPC -----	10
NON -----	24
RES -----	1
DNA -----	2

GRAND TOTAL C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11	2		2
03/01 TO 03/11	7	3	10
04/01 TO 04/11	7	6	13
05/01 TO 05/11	4	6	10
06/01 TO 06/11	12	10	22
07/01 TO 07/11	14	12	26
08/01 TO 08/11	12	6	18
09/01 TO 09/11	10	9	19
10/01 TO 10/11	13	15	28
11/01 TO 11/11	13	15	28
12/01 TO 12/11	17	13	30
13/01 TO 13/11	15	10	25
14/01 TO 14/11	25	11	36
15/01 TO 15/11	10	8	18
16/01 TO 16/11	10	11	21
17/01 TO 17/11	10	8	18
18/01 TO 18/11	4	4	8
19/01 TO 19/11	2	2	4
20/01 TO 20/11	2	2	4
21/01 TO 21/11	1		1
	190	151	341

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

GRAND TOTAL - REGION

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11	1		1	%
03/01 TO 03/11	2	1	3	2%
04/01 TO 04/11	5	2	7	4%
05/01 TO 05/11	2	4	6	7%
06/01 TO 06/11	9	8	17	14%
07/01 TO 07/11	10	10	20	22%
08/01 TO 08/11	8	4	12	27%
09/01 TO 09/11	8	4	12	32%
10/01 TO 10/11	8	11	19	40%
11/01 TO 11/11	10	7	17	47%
12/01 TO 12/11	14	10	24	56%
13/01 TO 13/11	14	8	22	65%
14/01 TO 14/11	22	10	32	78%
15/01 TO 15/11	9	6	15	84%
16/01 TO 16/11	6	8	14	90%
17/01 TO 17/11	8	8	16	97%
18/01 TO 18/11	4	3	7	100%
19/01 TO 19/11				100%
20/01 TO 20/11		1	1	100%
21/01 TO 21/11				100%
	140	105	245	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

CAPE AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11				%
03/01 TO 03/11				%
04/01 TO 04/11	2		2	8%
05/01 TO 05/11		2	2	15%
06/01 TO 06/11		3	3	27%
07/01 TO 07/11		1	1	31%
08/01 TO 08/11		1	1	35%
09/01 TO 09/11	2	1	3	46%
10/01 TO 10/11		1	1	50%
11/01 TO 11/11		1	1	54%
12/01 TO 12/11	3	1	4	69%
13/01 TO 13/11	1	1	2	77%
14/01 TO 14/11	1	1	2	85%
15/01 TO 15/11				
16/01 TO 16/11		1	1	88%
17/01 TO 17/11	1	2	3	100%
18/01 TO 18/11				
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	10	16	26	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

DUXBURY AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11				%
03/01 TO 03/11				%
04/01 TO 04/11	1	1	2	9%
05/01 TO 05/11	1	1	2	18%
06/01 TO 06/11	1		1	23%
07/01 TO 07/11		2	2	32%
08/01 TO 08/11	1		1	36%
09/01 TO 09/11	1	2	3	50%
10/01 TO 10/11	2	1	3	64%
11/01 TO 11/11	2		2	73%
12/01 TO 12/11				
13/01 TO 13/11	1		1	77%
14/01 TO 14/11	3		3	91%
15/01 TO 15/11				
16/01 TO 16/11		2	2	100%
17/01 TO 17/11				
18/01 TO 18/11				
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	13	9	22	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

NEW BEDFORD AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11	1		1	3%
03/01 TO 03/11	1		1	5%
04/01 TO 04/11		1	1	8%
05/01 TO 05/11	1	1	2	13%
06/01 TO 06/11	2	1	3	21%
07/01 TO 07/11	2	1	3	29%
08/01 TO 08/11	2	1	3	37%
09/01 TO 09/11				37%
10/01 TO 10/11	2	2	4	47%
11/01 TO 11/11	1	1	2	53%
12/01 TO 12/11	2	1	3	61%
13/01 TO 13/11		1	1	63%
14/01 TO 14/11	3	3	6	79%
15/01 TO 15/11	3		3	87%
16/01 TO 16/11		1	1	89%
17/01 TO 17/11		1	1	92%
18/01 TO 18/11	2	1	3	100%
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	22	16	38	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

FALL RIVER AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
				%
02/01 TO 02/11			1	2%
03/01 TO 03/11	1		1	5%
04/01 TO 04/11	1			5%
05/01 TO 05/11			3	11%
06/01 TO 06/11	2	1	2	16%
07/01 TO 07/11	2		3	23%
08/01 TO 08/11	2	1	1	25%
09/01 TO 09/11	1		3	32%
10/01 TO 10/11	1	2	3	39%
11/01 TO 11/11	2	1	4	48%
12/01 TO 12/11	3	1	4	57%
13/01 TO 13/11	4		6	70%
14/01 TO 14/11	3	3	4	80%
15/01 TO 15/11	3	1	5	91%
16/01 TO 16/11	3	2	3	98%
17/01 TO 17/11	2	1	1	100%
18/01 TO 18/11		1		
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	30	14	44	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

BROCKTON AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11				%
03/01 TO 03/11				%
04/01 TO 04/11				%
05/01 TO 05/11				%
06/01 TO 06/11				%
07/01 TO 07/11				%
08/01 TO 08/11				%
09/01 TO 09/11				%
10/01 TO 10/11				%
11/01 TO 11/11	1	1	2	33%
12/01 TO 12/11	1		1	50%
13/01 TO 13/11				
14/01 TO 14/11				
15/01 TO 15/11	1	1	2	83%
16/01 TO 16/11				
17/01 TO 17/11				
18/01 TO 18/11	1		1	100%
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	4	2	6	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

READS AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11				%
03/01 TO 03/11		1	1	2%
04/01 TO 04/11	1		1	4%
05/01 TO 05/11				4%
06/01 TO 06/11	3	2	5	13%
07/01 TO 07/11	2	2	4	20%
08/01 TO 08/11	2	1	3	26%
09/01 TO 09/11	3		3	31%
10/01 TO 10/11	2	2	4	39%
11/01 TO 11/11	2		2	43%
12/01 TO 12/11	2	3	5	52%
13/01 TO 13/11	4	2	6	63%
14/01 TO 14/11	6	2	8	78%
15/01 TO 15/11	1	2	3	83%
16/01 TO 16/11	3		3	89%
17/01 TO 17/11	1	3	4	96%
18/01 TO 18/11	1		1	98%
19/01 TO 19/11				
20/01 TO 20/11		1	1	100%
21/01 TO 21/11				
	33	21	54	

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

ATTLEBORO AREA

AREA RECAP BY AGE & SEX

CHRONOLOGICAL AGE RANGE	MALE	FEMALE	TOTAL	PERCENT
02/01 TO 02/11				%
03/01 TO 03/11				%
04/01 TO 04/11				%
05/01 TO 05/11				%
06/01 TO 06/11	1	1	2	4%
07/01 TO 07/11	4	4	8	18%
08/01 TO 08/11	1		1	20%
09/01 TO 09/11	1	1	2	24%
10/01 TO 10/11	1	3	4	31%
11/01 TO 11/11	2	3	5	40%
12/01 TO 12/11	3	4	7	53%
13/01 TO 13/11	4	4	8	67%
14/01 TO 14/11	6	1	7	80%
15/01 TO 15/11	1	2	3	85%
16/01 TO 16/11		2	2	89%
17/01 TO 17/11	4	1	5	98%
18/01 TO 18/11		1	1	100%
19/01 TO 19/11				
20/01 TO 20/11				
21/01 TO 21/11				
	28	27	55	

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

CAPE AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
020	BARNSTABLE	5/04	F	2	A	KDG		N	N
020	BARNSTABLE	6/02	F	2	A	01		N	N
036	BOURNE	4/05	F	4	A	PRE		N	N
036	BOURNE	4/05	M	2	A	PRE		N	N
041	BREWSTER - SEE NAUSET REGIONAL								
055	CHATHAM	5/00	F	1	A	10	X	N	N
055	CHATHAM	17/00	F	1	A	11		N	N
062	CHILMARK	NO INCIDENT TO REPORT							
085	EASTHAM - SEE NAUSET REGIONAL								
089	EDGARTOWN	NO INCIDENT TO REPORT							
096	FALMOUTH	6/00	F	1	A	01	X	N	N
096	FALMOUTH	6/00	F	1	A	SPC		N	Y
096	FALMOUTH	7/00	F	1	A	SPC		N	Y
096	FALMOUTH	9/00	M	1	A	03		N	N
096	FALMOUTH	12/00	M	1	A	06		N	N
096	FALMOUTH	12/00	M	1	A	06		N	N
096	FALMOUTH	12/00	F	1	A	07		N	N
096	FALMOUTH	12/00	M	1	A	SPC		N	Y
096	FALMOUTH	13/00	F	1	A	07		N	N
096	FALMOUTH	14/00	F	1	A	06		N	Y
096	FALMOUTH	14/00	M	1	A	SPC		N	Y
104	GAY HEAD	NO INCIDENT TO REPORT							
126	HARWICH	10/08	F	1	A	05	X	N	N
126	HARWICH	16/00	F	1	A	10	X	N	N
172	MASHPEE	NO INCIDENT TO REPORT							
197	NANTUCKET	3/01	F	3	A	PRE		N	N
197	NANTUCKET	11/05	F	1	A	06		N	N
197	NANTUCKET	13/02	M	1	A	08		N	N
197	NANTUCKET	17/10	F	1	A	11		N	N
221	OAK BLUFFS	NO INCIDENT TO REPORT							
224	ORLEANS - SEE NAUSET REGIONAL								
242	PROVINCETOWN	9/00	F	2	A	04		N	N

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

CAPE AREA

	TOWN	AGE	SEX	ED.	END	GR	NO SPP	GRAD	M.H.
261	SANDWICH	6/05	M			01	X	N	N
261	SANDWICH	9/07	M			03	X	N	N
261	SANDWICH	9/03	F			04	X	N	N
261	SANDWICH	9/11	F			08	X	N	N
261	SANDWICH	13/00	F			09	X	N	N
296	TISBURY	NO INCIDENT TO REPORT							
300	TRURO	8/00	F	4	A	03		N	N
318	WELLFLEET- SEE NAUSET REGIONAL								
334	W.TISBURY	NO INCIDENT TO REPORT							
645	DENNIS-YARMOUTH	9/03	M	1	A	03		N	N
645	DENNIS-YARMOUTH	10/01	M	4	B	04		N	N
660	NAUSET REG'L	4/00	M	1	A	PRE		N	N
660	NAUSET REG'L	8/00	F	1	A	03		N	N
700	MARTHAS VINEYARD RE	3/00	M	2	D	PRE		N	N
700	MARTHAS VINEYARD RE	6/00	F		A	KDG	X	N	N
700	MARTHAS VINEYARD RE	17/00	M	1	A	NON		N	N
815	CAPE COD VOC.TECH	NO INCIDENT TO REPORT							
879	UPPER CAPE COD	NO INCIDENT TO REPORT							

TOTALS FOR CAPE AREA	INCIDENTS 37	MALES 14	FEMALES 23
PERCENT OF AREA	100%	38%	62%
PERCENT OF REGION	11%	4%	7%

CAPE AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11			
03/01 TO 03/11	1	1	2
04/01 TO 04/11	2	1	3
05/01 TO 05/11		2	2
06/01 TO 06/11	1	4	5
07/01 TO 07/11		1	1
08/01 TO 08/11		2	2
09/01 TO 09/11	3	3	6
10/01 TO 10/11	1	1	2
11/01 TO 11/11		1	1
12/01 TO 12/11	3	1	4
13/01 TO 13/11	1	2	3
14/01 TO 14/11	1	1	2
15/01 TO 15/11			
16/01 TO 16/11		1	1
17/01 TO 17/11	1	2	3
18/01 TO 18/11			
19/01 TO 19/11			
20/01 TO 20/11			
21/01 TO 21/11			
	14	23	37

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

DUXBURY AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
052	CARVER	11/00	M	1	A	04		N	N
052	CARVER	11/00	M	1	A	05		N	N
082	DUXBURY	6/00	M	1	A	01		N	N
082	DUXBURY	7/00	F	1	A	01		N	N
082	DUXBURY	9/00	M	1	A	03		N	N
082	DUXBURY	9/00	F	1	A	03		N	N
082	DUXBURY	10/00	F	1	A	04		N	N
082	DUXBURY	10/00	M	1	A	05		N	N
082	DUXBURY	13/00	M	1	A	06		N	N
082	DUXBURY	14/00	M	1	A	08		N	N
082	DUXBURY	16/00	F	1	A	10		N	N
118	HALIFAX	7/00	M	4	B	02		N	N
118	HALIFAX	7/00	F	2	A	02		N	N
118	HALIFAX	8/00	F	3	B	03		N	N
122	HANOVER	12/01	F	4	B	07		N	N
122	HANOVER	20/07	F	4	B	10		N	N
142	HULL	16/08	F	3	B	08		N	N
142	HULL	16/08	F	2	A	09		N	N
145	KINGSTON	9/00	F	3	B	03		N	N
171	MARSHFIELD	5/11	F	2	A	KDG		N	N
219	NORWELL	8/00	M	1	A	03		N	N
219	NORWELL	14/00	M	1	A	08	X	N	N
231	PEMBROKE	9/00	F	1	A	04	X	N	N
239	PLYMOUTH	4/00	M	2	A	PRE		N	N
239	PLYMOUTH	4/00	F	2	A	PRE		N	N
239	PLYMOUTH	5/00	M	22	A	PRE		N	N
239	PLYMOUTH	10/00	M	4	B	02		N	N
239	PLYMOUTH	10/00	M	2	A	05		N	N
240	PLYMPTON	7/00	M	4	B	02		N	N
240	PLYMPTON	10/00	F	3	B	05		N	N
264	SCITUATE	17/04	M	4	B	NON			Y
751	PLYMOUTH-CARVER REG	14/00	M	1	B	08	X	N	N
760	SILVER LAKE X	14/00	M	2	A	09		N	N

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

DUXBURY AREA

	TOWN	AGE	SEX	ED.	FND	GR	ND SPP	GRAD	M.H.
873	SO.SHORE VOC.TECH.	NO INCIDENT TO REPORT							

TOTALS FOR DUXBURY AREA	INCIDENTS 33	MALES 18	FEMALES 15
PERCENT OF AREA	100%	55%	45%
PERCENT OF REGION	10%	5%	5%

DUXBURY AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11			
03/01 TO 03/11	1	1	2
04/01 TO 04/11	1	1	2
05/01 TO 05/11	1		1
06/01 TO 06/11	2	2	4
07/01 TO 07/11	1	1	2
08/01 TO 08/11	1	3	4
09/01 TO 09/11	3	2	5
10/01 TO 10/11	2		2
11/01 TO 11/11		1	1
12/01 TO 12/11	1		1
13/01 TO 13/11	4		4
14/01 TO 14/11			
15/01 TO 15/11		3	3
16/01 TO 16/11	1		1
17/01 TO 17/11			
18/01 TO 18/11			
19/01 TO 19/11		1	1
20/01 TO 20/11			
21/01 TO 21/11			
	18	15	33

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

NEW BEDFORD AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
003	ACUSHNET	10/10	F	2	A	02		N	Y
003	ACUSHNET	10/10	M	2	A	05		N	N
072	DARTMOUTH	8/08	F	2	A	03		N	N
072	DARTMOUTH	19/04	M	3	B	12		N	N
094	FAIRHAVEN - SEE ACUSHNET								
201	NEW BEDFORD	2/11	M	1	A	PRE		N	N
201	NEW BEDFORD	3/05	M	1	A	PRE		N	N
201	NEW BEDFORD	4/07	F	1	A	PRE	X	N	N
201	NEW BEDFORD	5/00	M	1	A	KDG		N	N
201	NEW BEDFORD	5/00	F	1	A	KDG		N	N
201	NEW BEDFORD	6/08	M	1	A	02		N	N
201	NEW BEDFORD	6/02	F	1	A	KDG	X	N	N
201	NEW BEDFORD	6/03	M	1	A	PRE		N	N
201	NEW BEDFORD	7/00	M	1	A	KDG		N	N
201	NEW BEDFORD	7/00	M	1	A	KDG		N	N
201	NEW BEDFORD	7/00	F	1	A	01	LIP	N	N
201	NEW BEDFORD	8/09	M	1	A	02		N	N
201	NEW BEDFORD	8/01	M	1	A	03		N	N
201	NEW BEDFORD	10/07	F	1	A	01		N	N
201	NEW BEDFORD	10/08	M	1	A	02		N	N
201	NEW BEDFORD	11/00	F	1	A	05		N	N
201	NEW BEDFORD	11/00	M	1	A	06	LIP	N	N
201	NEW BEDFORD	12/09	M	1	A	05		N	N
201	NEW BEDFORD	12/10	M	1	A	06		N	N
201	NEW BEDFORD	12/05	F	1	A	07	LIP	N	N
201	NEW BEDFORD	13/00	F	1	A	08	LIP	N	N
201	NEW BEDFORD	14/08	M	1	A	RES		N	Y
201	NEW BEDFORD	15/01	M	1	A	08	LIP	N	N
201	NEW BEDFORD	17/05	F	1	A	12	LIP	N	N
201	NEW BEDFORD	18/06	F	1	A	12		N	Y
201	NEW BEDFORD	18/09	M	1	A	11	LIP	N	N
825	GREATER NEW BEDFORD	15/00	M	1	A	09		N	N
825	GREATER NEW BEDFORD	16/00	F	1	A	11		N	N
825	GREATER NEW BEDFORD	18/00	M	1	A	12		N	N
855	OLD COLONY	14/00	M	1	A	09		N	N
855	OLD COLONY	14/00	M	1	A	09		N	N
855	OLD COLONY	14/00	F	1	A	09		N	N
855	OLD COLONY	14/00	F	1	A	09		N	N
855	OLD COLONY	14/00	F	1	A	09		N	N
855	OLD COLONY	15/00	M	1	A	10		N	N

TOTALS FOR NEW BEDFORD AREA	INCIDENTS 39	MALES 23	FEMALES 16
PERCENT OF AREA	100%	59%	41%
PERCENT OF REGION	11%	7%	4%

NEW BEDFORD AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11	1		1
03/01 TO 03/11	1		1
04/01 TO 04/11		1	1
05/01 TO 05/11	1	1	2
06/01 TO 06/11	2	1	3
07/01 TO 07/11	2	1	3
08/01 TO 08/11	2	1	3
09/01 TO 09/11			
10/01 TO 10/11	2	2	4
11/01 TO 11/11	1	1	2
12/01 TO 12/11	2	1	3
13/01 TO 13/11		1	1
14/01 TO 14/11	3	3	6
15/01 TO 15/11	3		3
16/01 TO 16/11		1	1
17/01 TO 17/11		1	1
18/01 TO 18/11	2	1	3
19/01 TO 19/11	1		1
20/01 TO 20/11			
21/01 TO 21/11			
	23	16	39

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

FALL RIVER AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
095	FALL RIVER	7/05	F	3	B	02		N	N
095	FALL RIVER	8/06	F	1	A	03		N	N
095	FALL RIVER	10/11	F	1	A	05		N	N
095	FALL RIVER	11/03	F	3	B	06		N	N
095	FALL RIVER	11/00	M	1	A	06		N	N
095	FALL RIVER	11/11	M	1	A	06		N	N
095	FALL RIVER	12/04	M	3	B	07		N	N
095	FALL RIVER	12/04	M	1	A	07		N	N
095	FALL RIVER	14/02	F	1	A	09		N	N
095	FALL RIVER	14/00	F	1	A	09		N	N
095	FALL RIVER	14/00	F	2	A	09		N	N
095	FALL RIVER	15/10	F	3	A	10	X	N	N
095	FALL RIVER	15/00	M	2	A	10		N	N
095	FALL RIVER	17/01	M	4	B	12		N	N
265	SEEKONK	3/00	M	1	A	NON		N	N
265	SEEKONK	4/03	M	1	A	PRE		N	N
265	SEEKONK	8/00	M	3	A	NON		N	N
265	SEEKONK	8/05	M	2	A	NON		N	N
265	SEEKONK	9/03	F	3	B	NON		N	N
265	SEEKONK	10/00	F	3	B	05		N	N
265	SEEKONK	10/10	M	4	B	06		N	N
265	SEEKONK	11/00	F	4	B	05		N	N
265	SEEKONK	11/02	F	4	B	05		N	N
265	SEEKONK	11/01	F	3	B	06		N	N
265	SEEKONK	11/00	M	4	B	06		N	N
265	SEEKONK	11/09	M	3	B	NON		N	N
273	SOMERSET	6/02	M	1	A	01	X	N	N
273	SOMERSET	6/11	F	1	A	01	X	N	N
273	SOMERSET	7/00	M	2	A	SPC		N	N
273	SOMERSET	8/02	M	1	A	02	X	N	N
273	SOMERSET	9/11	F	2	B	SPC		N	N
273	SOMERSET	9/02	M	1	A	04	X	N	N
273	SOMERSET	10/10	M	1	A	05	X	N	N
273	SOMERSET	10/11	F	1	A	06	X	N	N
273	SOMERSET	11/01	F	2	A	SPC		N	N
273	SOMERSET	12/05	M	1	A	07	X	N	N
273	SOMERSET	12/01	F	1	A	07	X	N	N
273	SOMERSET	13/08	M	1	A	06	X	N	N
273	SOMERSET	13/05	M	1	A	08	X	N	N
273	SOMERSET	13/00	M	1	A	08	X	N	N
273	SOMERSET	13/11	M	1	A	09	X	N	N
273	SOMERSET	14/02	M	1	A	09	X	N	N
273	SOMERSET	14/06	M	1	A	09	X	N	N
273	SOMERSET	14/06	M	1	A	09	X	N	N

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

FALL RIVER AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
273	SOMERSET	15/11	M	1	A	11	X	N	N
273	SOMERSET	15/11	F	1	A	11	X	N	N
273	SOMERSET	16/00	M	1	A	11	X	N	N
273	SOMERSET	16/02	M	1	A	11	X	N	N
273	SOMERSET	16/08	M	1	A	11	X	N	N
273	SOMERSET	16/08	F	1	A	11	X	N	N
273	SOMERSET	16/03	F	1	A	11	X	N	N
273	SOMERSET	17/11	M	1	A	12	X	N	N
273	SOMERSET	17/00	M	1	A	12	X	N	N
273	SOMERSET	17/07	F	1	A	12	X	N	N
273	SOMERSET	18/03	F	1	A	11	X	N	N
292	SWANSEA	6/11	M	2	A	SPC		N	N
292	SWANSEA	7/01	M	2	A	SPC		N	N
292	SWANSEA	12/09	M	2	A	SPC		N	N
331	WESTPORT	15/00	M	2	A	10		N	Y
821	GREATER FALL RIVER	NO INCIDENT TO REPORT							
910	BRISTOL COUNTY AGGI	NO INCIDENT TO REPORT							

TOTALS FOR FALL RIVER AREA	INCIDENTS 59	MALES 36	FEMALES 23
PERCENT OF AREA	100%	61%	39%
PERCENT OF REGION	17%	10%	7%

FALL RIVER AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11			
03/01 TO 03/11	1		1
04/01 TO 04/11	1		1
05/01 TO 05/11			
06/01 TO 06/11	2	1	3
07/01 TO 07/11	2	1	3
08/01 TO 08/11	3	1	4
09/01 TO 09/11	1	2	3
10/01 TO 10/11	2	3	5
11/01 TO 11/11	4	5	9
12/01 TO 12/11	4	1	5
13/01 TO 13/11	4		4
14/01 TO 14/11	3	3	6
15/01 TO 15/11	3	2	5
16/01 TO 16/11	3	2	5
17/01 TO 17/11	3	1	4
18/01 TO 18/11		1	1
19/01 TO 19/11			
20/01 TO 20/11			
21/01 TO 21/11			
	36	23	59

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

BROCKTON AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
001	ABINGTON	18/03	M	1	A	11		TUTRN	N
044	BROCKTON	NO REPORT SUBMITTED							
123	HANSON	3/07	M	2	D	PRE		N	N
251	ROCKLAND	6/05	M	2	B	NON		N	N
251	ROCKLAND	10/10	M	2	B	NON		N	N
251	ROCKLAND	11/06	M	3	B	NON		N	N
251	ROCKLAND	12/06	M	2	B	NON		N	N
251	ROCKLAND	12/09	F	4	B	NON		N	N
251	ROCKLAND	16/05	M	2	B	NON		N	N
251	ROCKLAND	18/11	F	2	B	NON			Y
251	ROCKLAND	21/00	M		B	NON		Y	N
285	STOUGHTON	3/07	M	3	A	KDG		N	N
285	STOUGHTON	5/09	F	3	B	KDG		N	N
285	STOUGHTON	10/09	M	3	B	05		N	N
285	STOUGHTON	11/00	F	3	B	06		N	N
285	STOUGHTON	11/10	M	1	A	06		N	N
285	STOUGHTON	11/07	F	1	A	06		N	N
285	STOUGHTON	12/04	M	1	A	05		N	N
285	STOUGHTON	14/09	M	3	A	09		N	N
285	STOUGHTON	15/03	F	3	B	09		N	N
285	STOUGHTON	15/06	M	1	A	09	X	N	N
285	STOUGHTON	15/00	F	2	A	09		N	N
285	STOUGHTON	16/06	M	2	B	10		N	N
338	WHITMAN	NO INCIDENT TO REPORT							
780	WHITMAN-HANSON REG	NO INCIDENT TO REPORT							
872	SOUTHEAST	NO INCIDENT TO REPORT							

TOTALS FOR BROCKTON AREA	INCIDENTS 22	MALES 15	FEMALES 7
PERCENT OF AREA	100%	68%	32%
PERCENT OF REGION	6%	4%	2%

BROCKTON AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11			
03/01 TO 03/11	2		2
04/01 TO 04/11			
05/01 TO 05/11		1	1
06/01 TO 06/11	1		1
07/01 TO 07/11			
08/01 TO 08/11			
09/01 TO 09/11			
10/01 TO 10/11	2		2
11/01 TO 11/11	2	2	4
12/01 TO 12/11	2	1	3
13/01 TO 13/11			
14/01 TO 14/11	1		1
15/01 TO 15/11	1	2	3
16/01 TO 16/11	2		2
17/01 TO 17/11			
18/01 TO 18/11	1	1	2
19/01 TO 19/11			
20/01 TO 20/11			
21/01 TO 21/11	1		1
	15	7	22

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

READS AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
027	BERKLEY - SEE DIGHTON								
042	BRIDGEWATER	9/00	M	3	B	04		N	N
042	BRIDGEWATER	11/00	F	3	B	06		N	N
042	BRIDGEWATER	13/00	M	3	B	08		N	N
042	BRIDGEWATER	15/00	M	1	A	08		TUTRN	N
076	DIGHTON	7/07	F	1	A	02		N	N
076	DIGHTON	12/11	F	1	A	08		N	N
076	DIGHTON	13/03	M	1	A	07		N	N
076	DIGHTON	14/03	M	1	A	08		N	N
076	DIGHTON	16/00	F	2	B	10		N	N
076	DIGHTON	16/07	M	3	D	10	X	N	N
076	DIGHTON	20/06	F	1	A	12		N	N
083	EAST BRIDGEWATER	NO INCIDENT TO REPORT							
102	FREETOWN	NO INCIDENT TO REPORT							
146	LAKEVILLE	2/07	M	NO SCHOOL PLACE			X	N	Y
146	LAKEVILLE	4/04	F	1	D	PRE		N	N
146	LAKEVILLE	5/08	M	3	A	PRE		N	N
146	LAKEVILLE	6/11	M	2	B	02		N	N
146	LAKEVILLE	7/08	M	1	A	02		N	N
169	MARION	NO INCIDENT TO REPORT							
173	MATTAPOISETT	NO INCIDENT TO REPORT							
182	MIDDLEBOROUGH	3/09	F	1	A	NON		N	N
182	MIDDLEBOROUGH	4/09	M	3	B	1/2		N	Y
182	MIDDLEBOROUGH	4/05	M	1	A	NON		N	N
182	MIDDLEBOROUGH	6/10	F	3	B	2/3		N	N
182	MIDDLEBOROUGH	6/10	F	1	A	NON		N	N
182	MIDDLEBOROUGH	8/01	M	3	B	02		N	N
182	MIDDLEBOROUGH	8/08	M	3	B	1/2		N	Y
182	MIDDLEBOROUGH	8/10	M	1	A	02		N	N
182	MIDDLEBOROUGH	12/11	F	3	B	3/4		N	Y
182	MIDDLEBOROUGH	19/04	F	4	CD	13	X	Y	N
245	RAYNHAM	3/00	F	2	D	PRE		N	N
245	RAYNHAM	4/00	F	3	A	PRE		N	N
245	RAYNHAM	5/00	F	3	B	02		N	N
245	RAYNHAM	8/00	F	2	A	02		N	N
245	RAYNHAM	19/00	F	3	B	DNA		Y	N

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

READS AREA

	TOWN	AGE	SEX	ED.	END	GR	NO SPP	GRAD	M.H.
247	REHOBOTH - SEE DIGHTON								
250	ROCHESTER	NO INCIDENT TO REPORT							
293	TAUNTON	4/04	M	3	A	PRE		N	N
293	TAUNTON	10/08	F	4	C	03		N	N
293	TAUNTON	10/11	F	4	C	NON		N	N
293	TAUNTON	15/09	M	3	C	07		N	N
293	TAUNTON	16/11	F	4	C	10		N	N
293	TAUNTON	16/01	M	3	A	10		N	N
293	TAUNTON	20/07	M	3	A	NON		N	Y
310	WAREHAM	6/05	F	2	A	01		N	N
310	WAREHAM	19/01	M	4	B	12		N	N
323	WEST BRIDGEWATER	6/08	M	1	A	01		N	Y
323	WEST BRIDGEWATER	6/04	M	1	A	01		N	N
323	WEST BRIDGEWATER	6/08	M	1	A	01		N	N
323	WEST BRIDGEWATER	7/01	F	1	A	01		N	N
323	WEST BRIDGEWATER	7/01	M	1	A	02	X	N	N
323	WEST BRIDGEWATER	8/00	M	1	A	03	X	N	N
323	WEST BRIDGEWATER	9/08	M	1	A	04		N	N
323	WEST BRIDGEWATER	9/01	M	1	A	05	X	N	N
323	WEST BRIDGEWATER	9/10	M	1	A	05	X	N	N
323	WEST BRIDGEWATER	10/09	F	1	A	04		N	N
323	WEST BRIDGEWATER	10/01	M	1	A	05	X	N	N
323	WEST BRIDGEWATER	10/05	M	1	A	05	X	N	N
323	WEST BRIDGEWATER	10/08	F	1	A	05	X	N	N
323	WEST BRIDGEWATER	11/09	M	1	A	05		N	N
323	WEST BRIDGEWATER	11/05	M	1	A	06	X	N	N
323	WEST BRIDGEWATER	12/11	F	1	A	06	X	N	N
323	WEST BRIDGEWATER	12/03	M	1	A	07	X	N	N
323	WEST BRIDGEWATER	13/01	M	1	A	08	X	N	N
323	WEST BRIDGEWATER	13/11	M	1	A	08	X	N	N
323	WEST BRIDGEWATER	14/02	F	1	A	08	X	N	N
323	WEST BRIDGEWATER	14/11	M	1	A	09	X	N	N
323	WEST BRIDGEWATER	15/07	F	1	A	09	X	N	N
323	WEST BRIDGEWATER	15/10	F	1	A	10	X	N	N
323	WEST BRIDGEWATER	16/11	M	1	A	11	X	N	N
323	WEST BRIDGEWATER	17/02	M	1	A	12	X	N	N
323	WEST BRIDGEWATER	17/08	F	1	A	12	X	N	N
323	WEST BRIDGEWATER	17/07	F	1	A	12	X	N	N
323	WEST BRIDGEWATER	18/06	M	1	A	12	X	N	N
625	BRIDGEWATER-RAYNHAM	NO INCIDENT TO REPORT							

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

READS AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
650	DIGHTON/REHOBOTH - SEE DIGHTON								
665	FREETOWN-LAKEVILLE	12/00	M	2	B	NON		N	Y
740	OLD ROCHESTER REG'L	12/00	M	1	A	07	X	N	N
740	OLD ROCHESTER REG'L	12/00	F	1	A	07	X	N	N
740	OLD ROCHESTER REG'L	13/00	M	1	A	08	X	N	N
740	OLD ROCHESTER REG'L	13/00	F	1	A	08	X	N	N
740	OLD ROCHESTER REG'L	13/00	F	1	A	08	X	N	N
810	BRISTOL-PLYMOUTH	14/00	M	1	A	09	X	N	N
810	BRISTOL-PLYMOUTH	14/06	M	1	A	09	X	N	N
810	BRISTOL-PLYMOUTH	14/07	F	1	A	09		N	N
810	BRISTOL-PLYMOUTH	14/05	M	1	A	09		N	Y
810	BRISTOL-PLYMOUTH	14/09	M	1	A	09		N	Y
810	BRISTOL-PLYMOUTH	16/01	M	1	A	09	X	N	N
810	BRISTOL-PLYMOUTH	16/06	M	1	A	09		N	N
810	BRISTOL-PLYMOUTH	17/00	F	1	A	12	X	N	N

TOTALS FOR READS AREA	INCIDENTS 82	MALES 48	FEMALES 34
PERCENT OF AREA	100%	59%	41%
PERCENT OF REGION	24%	14%	10%

READS AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11	1		1
03/01 TO 03/11		2	2
04/01 TO 04/11	3	2	5
05/01 TO 05/11	1	1	2
06/01 TO 06/11	4	3	7
07/01 TO 07/11	2	2	4
08/01 TO 08/11	4	1	5
09/01 TO 09/11	4		4
10/01 TO 10/11	2	4	6
11/01 TO 11/11	2	1	3
12/01 TO 12/11	3	4	7
13/01 TO 13/11	5	2	7
14/01 TO 14/11	6	2	8
15/01 TO 15/11	2	2	4
16/01 TO 16/11	5	2	7
17/01 TO 17/11	1	3	4
18/01 TO 18/11	1		1
19/01 TO 19/11	1	2	3
20/01 TO 20/11	1	1	2
21/01 TO 21/11			
	48	34	82

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

ATTLEBORO AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
016	ATTLEBORO	6/00	M	1	A	01	X	N	N
016	ATTLEBORO	6/00	F	1	A	01	X	N	N
016	ATTLEBORO	7/00	M	1	A	02	X	N	N
016	ATTLEBORO	7/00	M	1	A	02	X	N	N
016	ATTLEBORO	7/00	M	1	A	02	X	N	N
016	ATTLEBORO	7/00	F	1	A	02	X	N	N
016	ATTLEBORO	7/00	F	1	A	02	X	N	N
016	ATTLEBORO	8/00	M	3	B	02		N	N
016	ATTLEBORO	10/00	M	1	A	04		N	N
016	ATTLEBORO	10/00	F	1	A	04	X	N	N
016	ATTLEBORO	11/00	M	1	A	05		N	N
016	ATTLEBORO	12/00	M	1	A	06		N	N
016	ATTLEBORO	12/00	M	1	A	06		N	N
016	ATTLEBORO	12/00	M	1	A	06		N	N
016	ATTLEBORO	12/00	F	1	A	06	X	N	N
016	ATTLEBORO	13/00	M	1	A	07	X	N	N
016	ATTLEBORO	13/00	F	1	A	07		N	N
016	ATTLEBORO	14/00	M	3	B	NON		N	N
016	ATTLEBORO	14/00	M	1	A	08		N	N
016	ATTLEBORO	14/00	M	1	A	08	X	N	N
016	ATTLEBORO	14/00	M	1	A	08	X	N	N
016	ATTLEBORO	14/00	M	1	A	08	X	N	N
016	ATTLEBORO	14/00	F	1	A	08	X	N	N
016	ATTLEBORO	15/00	M	1	A	09	X	N	N
016	ATTLEBORO	15/00	F	1	A	09	X	N	N
016	ATTLEBORO	16/00	F	1	A	10	X	N	N
016	ATTLEBORO	16/00	F	1	A	10	X	N	N
016	ATTLEBORO	17/00	M	1	A	11	X	N	N
016	ATTLEBORO	17/00	M	1	A	12	X	N	N
016	ATTLEBORO	17/00	M	1	A	12	X	N	N
016	ATTLEBORO	17/00	F	1	A	12	X	N	N
016	ATTLEBORO	18/00	F	1	A	12	X	N	N
088	EASTON	7/03	F	1	A	02	X	N	N
088	EASTON	11/11	F	1	A	07	X	N	N
088	EASTON	14/02	M	1	A	07	X	N	N
088	EASTON	14/11	M	1	A	10	X	N	N
088	EASTON	15/09	F	1	A	10	X	N	N
088	EASTON	17/09	M	1	A	11	X	N	N
099	FOXBOROUGH	3/00	M			PRE		N	N
099	FOXBOROUGH	5/00	M	3	B	PRE		N	N
099	FOXBOROUGH	7/00	M	3	B	02		N	N
099	FOXBOROUGH	9/00	F	2	A	04		N	N
099	FOXBOROUGH	10/00	F	1	A	04	X	N	N
099	FOXBOROUGH	13/00	M	1	A	07	X	N	N

READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

ATTLEBORO AREA

	TOWN	AGE	SEX	ED.	FND	GR	NO SPP	GRAD	M.H.
167	MANSFIELD	7/02	F	3	B	02		N	N
208	NORFOLK	10/11	F	1	A	05		N	N
212	NO.ATTLEBORO	3/07	M			PRE	X	N	Y
212	NO.ATTLEBORO	4/10	F	3	B	KDG		N	N
212	NO.ATTLEBORO	7/07	M	3	B	02		N	N
212	NO.ATTLEBORO	7/07	F	2	A	02		N	N
212	NO.ATTLEBORO	11/04	F	3	B	03		N	N
212	NO.ATTLEBORO	13/06	F	3	B	04		N	N
212	NO.ATTLEBORO	14/03	F	3	B	02		N	N
212	NO.ATTLEBORO	20/04	M			NON		Y	N
218	NORTON	7/00	M	1	A	02	X	N	N
218	NORTON	9/00	M	1	A	04	X	N	N
218	NORTON	11/00	F	3	B	06		N	N
218	NORTON	11/00	M	1	A	06		N	N
218	NORTON	11/00	F	1	A	NON		N	Y
218	NORTON	11/00	F	2	A	06		N	N
218	NORTON	13/00	M	1	A	08		N	N
218	NORTON	13/00	F	1	A	08		N	N
238	PLAINVILLE	NO INCIDENT TO REPORT							
350	WRENTHAM	8/08	M	2	A	02		N	N
690	KING PHILIP X	12/00	F	1	A	07	X	N	N
690	KING PHILIP X	12/06	F	1	A	07	X	N	N
690	KING PHILIP X	12/06	F	1	A	07	X	N	Y
690	KING PHILIP X	13/01	M	1	A	08		N	Y
690	KING PHILIP X	13/06	F	1	A	08	X	N	N
690	KING PHILIP X	13/07	F	1	A	08	X	N	N

TOTALS FOR ATTLEBORO AREA	INCIDENTS 69	MALES 36	FEMALES 33
PERCENT OF AREA	100%	52%	48%
PERCENT OF REGION	20%	10%	10%

ATTLEBORO AREA C/A RANGE BY SEX

	MALE	FEMALE	TOTAL
02/01 TO 02/11			
03/01 TO 03/11	2		2
04/01 TO 04/11		1	1
05/01 TO 05/11	1		1
06/01 TO 06/11	1	1	2
07/01 TO 07/11	6	5	11
08/01 TO 08/11	2		2
09/01 TO 09/11	1	1	2
10/01 TO 10/11	1	3	4
11/01 TO 11/11	2	5	7
12/01 TO 12/11	3	4	7
13/01 TO 13/11	4	5	9
14/01 TO 14/11	7	2	9
15/01 TO 15/11	1	2	3
16/01 TO 16/11		2	2
17/01 TO 17/11	4	1	5
18/01 TO 18/11		1	1
19/01 TO 19/11			
20/01 TO 20/11	1		1
21/01 TO 21/11			
	36	33	69

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For purposes of this report the following terminology interpretations are submitted.

Audiometric Evaluation: A qualitative and quantitative appraisal of a person's ability to perceive variations in electronically produced sound signals.

Bilateral Sensori-neural Loss: Hearing loss affecting both ears and which originates from some deficit in the inner ear or in the auditory nerve leading from the inner ear to the brain.

Chapter 766: The Bartley-Daly Special Education Act passed in July, 1972 which guarantees to every child in the Commonwealth of Massachusetts the right to a free public education.

Core Evaluation: A comprehensive educational, psychological, and medical assessment battery which must be provided for every school-aged person in Massachusetts who is referred as needing special educational assistance.

Decibel Loss: Hearing loss which is determined by inability to distinguish variations in loudness or intensity of sound stimulation.

Hearing Impaired Student: Student whose personal efficiency is limited by his/her hearing handicap and who requires special educational assistance.

Language Master: A portable machine with recording and playback capability by which it provides auditory and visual instruction through the use of magnetized cards and recording discs.

Low Incidence Handicap: A handicapping condition which affects less than one half of one percent of the students in a given school population.

Mainstreaming: Provision of the opportunity for hearing impaired students to succeed in regular classroom settings through the combined supportive services of general and resource room teachers and other specialized personnel.

GLOSSARY

Overhead Projector: A desk-top optical device which is used to cast a magnified image of printed or graphic matter on a wall or screen surface.

Project ERR: An educational collaborative of Southeastern Massachusetts which includes thirty-seven school districts, two regional colleges, and the Southeastern Office of the Massachusetts Department of Education. The collaborative serves as a sounding board and diffusion agency for innovative educational ideas and programming.

R.E.A.D.S., Inc.: An evaluation center located in Lakeville, Massachusetts which provides diagnostic and consultative services for students of twenty public school systems located in Southeastern Massachusetts.

Remedial Reading: Individualized tutoring directed to improving skills in reading comprehension and vocabulary understanding.

Resource Classroom: Classroom where hearing impaired students receive special assistance during periods of the school day when they are not involved in mainstream experiences.

Testing

California Reading Test: A two-part diagnostic reading test divided into comprehension exercises and tasks centered around knowledge of general and special subject-matter vocabulary.

Detroit Tests of Learning Aptitude: A battery of nineteen subtests measuring specific abilities in verbal competency, time and space relationships, visual and auditory attentiveness, motor-coordinative ability, etc.

Differential Aptitude Tests: A battery of eight independent tests applicable to grades eight through twelve and used primarily for purposes of educational and vocational guidance. The separate tests measure relative strengths and weaknesses of students in the ability to deal with verbal, numerical, clerical, mechanical, spatial, language, and abstract reasoning tasks.

Durrell Analysis of Reading Difficulty: A diagnostic battery providing analysis of reading difficulty in silent and oral reading, listening comprehension, word analysis, phonetics, pronunciation, writing and spelling.

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Gray Oral Reading Tests: Tests whose purpose is to diagnose difficulties in oral reading. Available in four forms, each form presents thirteen reading passages which progress from primary grade to college level difficulty.

Stanford Achievement Test(Gallaudet Version): A specially adapted version of the Stanford Achievement Test whose purpose is to assess a hearing impaired student's knowledge in the curricular areas of reading, language, science, and social studies.

The Wide Range Achievement Test: Testing instrument applicable to age ranges from pre-school through adulthood and offering achievement scores in the skill areas of reading, spelling, and arithmetic.